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ABSTRACT

The practicum report describes inservice training to increase mainstream elementary teachers' (N=15) awareness of the ramifications of having an emotionally handicapped child in the regular classroom through increased knowledge of the Individualized Educational Plan (IEP) and its guidelines and procedures. The inservice program was developed and implemented by the special resource teacher for emotionally handicapped children and covered behavior management approaches and alternative interventions for use with emotionally handicapped children in the mainstream. The multifaceted program involved classroom observations; individual conferences with the teachers, principal, and guidance counselor; as well as monthly individual direct assistance inservice training focusing on such topics as the following: causes of emotional disturbance, behavior patterns of the emotionally handicapped, philosophy and legal basis for mainstreaming, current implications of Public Law 94-142, referral and screening, parent rights, recordkeeping, the IEP, and behavior management. A major portion of the document consists of appendixes including the pre- and post-intervention instruments, the Student Daily Completion Sheet, conference documentation forms, the classroom teacher problem-observation form, behavior management suggestions, and available resources. (DB)

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Increasing Elementary Classroom Teachers' Awareness of Educating the Emotionally Handicapped Child Through Inservice Instruction

by

Sheri G. Levine

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NOVA UNIVERSITY

# Increasing Elementary Classroom Teachers' Awareness of Educating the Emotionally Handicapped Child Through Inservice Instruction

by

Sheri G. Levine

Cluster XXII

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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This practicum took place as described.

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## Abstract

Increasing Elementary Classroom Teachers' Awareness of Educating the Emotionally Handicapped Child Through Inservice Instruction. Levine, Sheri G., 1988: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Mainstreaming, Least Restrictive Environment, Emotionally Handicapped, Emotional Disturbances, Resource Teachers, Teacher and Student Attitudes, I.E.P., Normalization, Regular Class Placement, Inservice Instruction, Consultants, Direct Assist Training, Affective Measures, Heterogenous Grouping, Cooperative Learning, Transitional Program, Morale, Emotional Adjustment, Adaptive Behavior.

This practicum was designed to increase mainstream teachers knowledge of the Individual Educational Plan, and its pertinent guidelines and procedures. Included were behavior management approaches and alternative interventions that are available for dealing with the emotionally handicapped child in the mainstream. The primary goal was to increase the mainstream teachers' awareness of the ramifications of having an Emotionally Handicapped child in the regular classroom and their role in the educational process.

Fifteen regular classroom teachers who were involved in educating Emotionally Handicapped students in the mainstream were identified. The writer administered a classroom teacher observation survey, classroom teacher overview survey, Exceptional Education teacher survey, EH student attitude survey, as well as post-surveys designed to measure the teachers' understanding of the I.E.P., procedures, and guidelines. A detailed intervention plan was developed and described. It incorporated classroom observations, conferences with the teachers, principal, and guidance counselor. Inservice instruction was conducted. Final compilation of materials resulted in a reference guide for mainstream teachers.

The results of the practicum indicate that positive growth was achieved. Analysis of the data substantiates that all of the regular classroom teachers made significant improvement in their understanding and knowledge regarding the mainstreamed emotionally handicapped child. The inservice instruction provided allowed the teachers to ultimately offer a happier environment and more positive experience to these children.

# CHAPTER I

# INTRODUCTION

## Description of Community

The community in which this school was located was comprised of low income to middle income homes. The types of housing in the area ranged from very small single family homes, multiple-dwelling rental apartment houses, and privately owned townhouses to large ranch type homes on one acre tracts of property. When one rode through the town, one got a feeling of being in the country. Horses, cows, and pastures were visible from many of the roadways. In short, there were children from a multitude of family backgrounds and cultures that attended this traditional elementary school.

The school, built in 1970, included a main building and nine portable classrooms. This elementary school served grades kindergarten through five. The school's population, according to administrative records, was 796. The racial percentages were: 60% Caucasian, 30% Black, 6% Asian, and 4% Hispanic. Eighteen percent of the children received free breakfast and lunch, and an

additional 6% of the population received reduced lunch and breakfast.

According to the 1983 report of the Southern Association of Colleges and Schools, 84% of the parents completed high school. College credit or Bachelor Degrees had been earned by 43% of the parents. In addition, advanced degrees had been accrued by 11% of the parent population. Most of the teachers at the school had Masters Degrees. Two of the classroom teachers had Educational Specialist Degrees.

Although many of the mothers were employed in part-time or full-time jobs outside the home, parental involvement in the school was high. Many parents, both mothers and fathers, actively volunteered to assist teachers, or assist with school activities. It was noted that parent membership in the Parent-Teacher Association was 98%. This organization had established a "P.T.A. Store" where personalized school shirts, book bags, bumper stickers, pencils, and notebook paper were sold on a bi-weekly basis. This group had also conducted book fairs, candy sales, and other fundraisers to contribute revenue toward educational equipment and beautification of the school. It was evident that parent participation in outside school activities was

also quite high. Many parents volunteered to assist at school skating parties, picnics, and field trips. In essence, the majority of the parents were highly motivated to help the teachers, the students, and the school, and in wanting to know about their child's progress or lack of progress.

The teachers, who were involved, were all of the mainstream teachers of Resource Emotionally Handicapped Students. These children were placed in the regular mainstream for a designated portion of their day from the three Varying Exceptionalities Classes.

## Author's Work Setting and Role

The writer was an Exceptional Education Teacher for an Emotionally Handicapped Resource Class of first through fifth grade students in a traditional public elementary school. This writer had taught for the past 20 years, and had held the following positions: the regular classroom, remedial reading, resource and self-contained Specific Learning Disabilities, as well as resource and self-contained Emotionally Handicapped classes. Areas of certificaiton held by this writer included Early Childhood Education, Elementary Education, Reading, Specific Learning Disabilities, and Emotionally

Handicapped, in addition to Administration and Supervision.

It was the responsibility of this writer to prepare and implement Individual Educational Plans appropriate to the needs of the specific children placed in the resource class. This responsibility also included careful monitoring of each child's progress, or lack of progress, and tailoring the child's curriculum accordingly. It was an ongoing process to constantly focus in on the unique needs of the individual student in an attempt to remediate the deficit areas. It was essential for this writer to become familiar with the child's psychological report, educational testing results, and behavioral observations. The responsibility also included observing the targeted children in the respective mainstream classrooms. Based upon the information regarding each child's present level of performance, expectancy levels, learning and behavioral strengths and deficiencies, the writer's responsibility entailed developing a meaningful set of goals and short term instructional objectives for the child.

# CHAPTER II

# STUDY OF THE PROBLEM

## Problem Description

Briefly stated, the problem was that the classroom teachers did not interact effectively with the Emotionally Handicapped Children who were mainstreamed into their classrooms.

The problem situation, as it existed, was that the mainstream teachers needed to improve their understanding of Emotionally Handicapped Children and the ramifications of having these students in the regular classrooms.

It was this writer's belief that the mainstream teachers were not truly cognizant of the problems that these students had, nor how to deal with them. There did not appear to be a coordinated effort being made by all of the teachers, parents, and students to participate in a positive fashion with the problem at hand. Thus, these students frequently felt as if they were not "regular" members of the mainstream classes in which they were placed. In turn, this affected their interest and confidence level. Under the guidance of this writer,

a concrete effort was made in an attempt to remediate the problem as it existed.

## Problem Documentation

There was concrete evidence available which substantiated that a problem did exist. Evidence was delineated in many forms. They included the Classroom Teacher's Observation Survey (see Appendix A), Classroom Teacher Overview Survey (see Appendix B), Exceptional Education: Resource Teacher Survey (see Appendix C), E.H. Student's Attitude Survey (see Appendix D), report card grades for behavior and effort, and psychological reports which documented the emotional handicap. It had been established by a telebinocular examination and a hearing test that both auditory and visual acuity were within the normal range.

This writer had conferences with the mainstream classroom teachers regarding the situation. It was noted that these children appeared to be shy or daydreaming when oral participation was required for an activity. Thus, they did not volunteer. When they did participate, they mumbled, whispered, or tried to change the topic under discussion. Frequently, they asked to be excused to go to the restroom, clinic, or Lost and Found. It

was not unusual to see them resting their heads on the desk. The mainstream teachers concurred on the overall attitude of the children and their lack of interest. As a result, these children avoided participation in many classroom activities. They tended to exhibit off-task behavior and appeared to lack concentration. Thus, they did not become involved in the classroom activity and positive socialization.

The mainstream teachers had filled out an observation survey which concurred with the information mentioned (see Appendix A.) The results verified that the children in the targeted group exhibited negative behaviors in regard to the questions posed. The Classroom Teacher's Overview Survey (see Appendix B) questioned the teachers regarding their knowledge of the Individual Educational Plan, the county and federal guidelines, the referral process, the staffing procedures, and the reviews. This survey also attempted to elucidate their attitudes regarding mainstreaming the Emotionally Handicapped Child. These results indicated that the mainstream teachers were not aware of the mandated procedures for the Emotionally Handicapped Exceptional Student.

## Causative Analysis

The probable causes of the problem which may have fostered the situation for the mainstream teachers were significant. To guide and to educate the child who is emotionally handicapped is a task which requires much preparation. The initial step in being prepared is to be able to recognize and have a basic understanding of the behavior exhibited by this type of child. Only then can the educator be more knowledgeable to offer guidance and an educationally sound program for the youngster in need.

Interest in students who are emotionally handicapped remains high because of the demands these students place on teachers, and because of the general public's concern for discipline in the schools. Many teachers, in the regular classrooms, confront children daily who exhibit disorders of behavior. At times, many of the regular classroom teachers feel quite frustrated having these students in their classes. The teachers appear to have difficulty dealing with these children and understanding their specific and unique needs.

A general understanding of behaviors most commonly exhibited by emotionally handicapped children is necessary for one to comprehend what a disorder such as this might

entail, and how it may hinder a child's performance and achievement. Briefly, this writer has delineated the broad categories of behaviors exhibited by the emotionally handicapped and their definitions as described by Hallahan and Kauffman (1982), Knoblock (1983), and Swanson and Reinert (1986). These behaviors and related descriptions include:

1. Aggressive behavior implies an overt expression of suppressed hostility.
2. Anxious behavior implies a state of apprehension as evidenced by excessive nervousness, uneasiness, or tension.
3. A relationship implies the expression of self and how that expression effects interactions with others.
4. Passive/withdrawn behavior implies unresponsiveness to certain environments as evidenced by inactivity, submission, or conscious isolation from surroundings at the time.
5. Immature or inadequate behavior implies performance below expectations based on a norm in accordance with developmental age.
6. Social conformity implies the ability to control personal and social behavior in an ethically approved manner.

7. Work habits implies those methods used to perform acceptable instructional requirements.

8. Other situational behaviors implies the ability to be aware of oneself in various situations.

Thus it can be noted that the possible causes of the problem may be interrelated. The mainstream teachers appeared to exhibit the following causes which contributed to the problems at hand.

1. Mainstream teachers may have lacked experience in dealing with Emotionally Handicapped Students.

2. Mainstream teachers did not fully understand all of the components of the Individual Educational Plan, county required documentation, procedures, and policies.

3. Mainstream teachers did not collaborate with the Resource Room Teacher for the purpose of a total team approach.

It was this writer's belief that the previously described causes were the contributing factors as to why the classroom teachers did not interact effectively with the Emotionally Handicapped Children who were mainstreamed into their classrooms.

## The Related Literature

A review of the literature regarding the Emotionally Handicapped Child in the mainstream ascertains that interest in these students remains high because of the demands these students place on teachers and because of the general public's concern for dicipline in the schools. Many teachers, both in the regular classrooms and in the Exceptional Education Classrooms, confront children daily who exhibit disorders of behavior. At times, many of the regular classroom teachers appear to have difficulty dealing with these children and understanding their specific and unique needs.

The literature supports the need for classroom teachers to have a concise, yet thorough inservice program aimed at increasing their knowledge of federal and county guidelines for the Emotionally Handicapped Program, and of behavior management techniques for these students. Being knowledgeable in these areas will help the classroom teachers to better understand, plan, and offer appropriate affective behavior objectives in the mainstream class.

The terms emotionally disturbed, emotionally handicapped, and emotional/behavior disturbance are used

interchangeably by various professionals to signify a child's internal state, as well as overt behavior in the classroom (Swanson and Reinert, 1986).

There seems to be no universally accepted definition of emotionally disturbed children. Hallahan and Kauffman (1982, p. 144) state there are many factors which contribute to the lack of consensus regarding a definition. The factors they list are:

1. Lack of an adequate definition of mental health
2. Differences among conceptual models of emotional disturbance
3. Difficulties in measuring the emotions and behavior
4. Variation in both normal and disturbed children's emotions and behavior
5. Relationships between emotional disturbance and other handicapping conditions
6. Differences in the functions of socialization agents who categorize and serve children
7. Differences in social and cultural expectations regarding behavior

Thus, definitions of disturbed children vary because a definition must serve the purposes of those who have a reason to identify and label children.

Although definitions and terminology vary from one to another, there are several common features of current definitions. Hallahan and Kauffman (1986) enumerate

them as:

1. Behavior that goes to an extreme

2. A problem that is chronic

3. Behavior that is unacceptable due to social or cultural expectations

Public Law 94-142 defines the "Seriously Emotionally Disturbed" as follows:

> The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
>
> 1. An inability to learn which cannot be explained by intellectual, sensory, or health factors
>
> 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
>
> 3. Inappropriate types of behavior or feelings under normal circumstances
>
> 4. A general pervasive mood of unhappiness or depression
>
> 5. A tendency to develop physical symptoms or fear as association with personal or school problems
>
> The term includes children who are schizophrenic or autistic. It does not include children who are socially maladjusted. (Federal Register, Vol. 42, No. 163, August 23, 1977, p. 42478).

Many educators raise objections to this definition as a national standard, as it excludes moderately disturbed children and those considered socially maladjusted (Kauffman, 1980, 1981; Raiser and Van Nagel, 1980).

Knoblock (1983) states that each state government provides a definition of emotional disturbance. Adherence to the definition allows children who qualify admittance to special education services.

Cullinan and Epstein (1979) analyzed the components of every state's definition. They found that "...'disorders of emotional/behavior' were present in all of them; a majority of definitions included a variety of designations like 'interpersonal problems and learning/achievement problems'; and nearly half the states included 'deviation from norm' as an essential component of their definition" (Knoblock, 1983, p. 26).

It is evident that emotional disturbance is defined by numerous individuals and agencies including teachers, researchers, governments, and the courts. Definitions are "born", so to speak, from a variety of perspectives. Yet, the challenge lies in designing responsive environments and appropriate interventions.

Educators, other professionals, and parents ponder the causes of emotional disturbance. Hallahan and Kauffman (1986) attribute three major factors: biological disorders and diseases, pathological family relationships, and undesirable experiences at school. Although there is no conclusive evidence that any one

of these factors is directly responsible, it is evident that some may give a child a predisposition to exhibit disturbed behavior, whereas others may precipitate disturbed behavior.

Achenbach (1982) and Werry (1979) are in agreement that for mildly and moderately disturbed children, on the whole, there is no significant evidence that biological factors alone are the cause of the problem. Yet, for the severely and profoundly disturbed, there is data to imply that biological factors may contribute to the condition.

Thomas and Chess (1984) state that children are born with a biologically determined behavioral style or temperament. They emphasize that certain researchers believe that children's inborn temperaments may be changed by the way they are raised, just as there are those researchers who believe that children with difficult temperaments may be predisposed to become disturbed.

In regard to family factors and parent-child relationships, Sameroff, Seifer, and Zax (1982), and Martin (1981) all believe that family influences are interactional and transactional. Thus, the effects of parents and children on one another are reciprocal. This is discussed even further by Arnold and Brungardt

(1983). These researchers agree that broken and/or disorganized homes in which the parents themselves have arrest records are most likely to foster delinquency.

School factors also play a significant role as a cause of emotional disturbance. "Some children are already disturbed when they begin school; others develop emotional disorders during their school years, perhaps in part because of damaging experiences in the classroom itself" (Hallahan and Kauffman, 1982, p. 156).

Ross and Pelham (1981), Thomas and Chess (1984), as well as Dishon and O'Leary (1984) state that behavior contributing to emotional problems may stem from a child's temperament and social competence when interacting with classmates and teachers.

Kauffman (1981) suggests that the school can contribute to the development of emotional problems in several ways. Pertinent factors are:

1. Certain teachers who are insensitive to the children's individuality and require conformity to all rules and routines.

2. Teachers who may hold too low or too high expectations for the child's achievement or conduct. These teachers, ultimately, communicate to the child that he or she is inadequate or undesirable.

3. Discipline in the classroom and/or school may be too rigid, lax, or inconsistent.

4. Skill instruction may not be on the child's instructional level.

5. Inappropriate behaviors are recognized with attention, while appropriate behaviors are ignored.

Furthermore, Hewitt and Taylor (1980) state that when a child fails in the educational setting, it may be related to:

1. Negative attitudes toward self, learning, and school.

2. Behavior deficits in such areas as paying attention, following directions, and getting along with others.

3. Academic deficits, such as in reading, math, and oral and written language.

4. Specific deficits in information processing, such as visual, auditory, or even social perception.

There are many different views and approaches regarding the education of disturbed children. Reactions to the various alternative interventions are diversified among the professionals in the field.

A good guideline for determining the "best" approach is to match the most appropriate intervention with the child's type of problem. Swanson and Reinert (1986) state that one does not have to limit consideration of a particular child's problem to one approach, since most theories of emotional/behavior disorders overlap. "However, it is helpful to note the way in which certain

approaches to children in conflict emphasize more heavily or become more involved with certain aspects of the child's problem than others" (p. 12).

The various approaches and their related characteristics of teaching methods are described by Kauffman (1980, 1981), Rhodes and Paul (1978), Ross (1980), Fagen (1979), and Swanson and Reinert (1986). They are as follows:

1. Psychoanalytic Approach - There is a reliance on individual psychotherapy for child and parents. There is little emphasis on academic achievement and a highly permissive atmosphere pervades.

2. Psychoeducational Approach - The emphasis is on meeting individual needs of the child. There is great reliance on projects and creative arts.

3. Biological Approach - This approach views that genetic, neurological, and biochemical factors may cause disturbed behavior.

4. Humanistic Approach - This approach uses nontraditional educational settings in which the teacher serves as a resource and catalyst rather than as a director of activities. This approach fosters a non-authoritarian, open, personal atmosphere.

5. Ecological Approach - This approach teaches the child useful life and educational skills. It involves all aspects of the child's life. This includes the classroom, family, and community.

6. Behavioral Approach - This approach involves the measurement of responses and subsequent analyses of behaviors in order to change them. There is emphasis on reward for appropriate behavior.

It is important for the teacher in the mainstream to be aware of the various approaches and techniques utilized in dealing with the emotionally handicapped youngster. Naturally, it is not possible to say which method and/or approach is best. The child, the nature of the problem, and the overall results derived from the intervention would be the best indicator based on the specific individual concerned.

But, who is the Mainstreamed Emotionally Handicapped Child? The emotionally handicapped child, who regularly attends some or all of his/her classes in the regular classroom setting with nonhandicapped peers is the Mainstreamed Emotionally Handicapped Child. Swanson and Reinert (1986) define mainstreaming as " the inclusion of handicapped children in regular classrooms with nonhandicapped children" (p. 428).

Gottlieb, Alter, and Gottlieb (1983) maintain that the most idealized definition of mainstreaming is delineated by Kauffman, Gottlieb, Agard, and Kucic (1979) who define mainstreaming as:

> the temporal, instructional, and social integration of eligible exceptional children with normal peers based on an ongoing, individually determined, educational planning and programming process and required clarification of responsibility among regular and special education administrative, instruction, and supportive personnel (p. 4).

Kauffman, et al. (1979), Abramson (1980), and Gottlieb (1980) state that integration should incorporate social, temporal, and instructional placement in the regular class. The instructional activities must be planned so that the child experiences success. This is an essential ingredient for mainstreaming.

Accordingly, this should lead to a carefully designed Individual Educational Plan. The educational planning and programming must consider the unique needs of the exceptional child.

A vital segment of the foregoing mainstreaming definition proposed by Kauffman, et al. (1979) is that there is a clarification of responsibilities. A delineation of roles and responsibilities involving the regular classroom teacher, resource room teacher, guidance counselor, and administration is essential in making mainstreaming an effective and worthwhile experience. Accordingly, Kise and Darr (1982) stress the importance that all individuals are aware of their responsibilities in the mainstreaming process in an attempt to make it a meaningful endeavor.

Coordination, communication, and cooperation among the educators is a major factor in the attempt to achieve the objectives set for the emotionally handicapped child.

Roddy (1983), and Kerr and Nelson (1983) emphasize that the success of the program depends upon support of the involved personnel.

In turn, Bauch (1979) maintains that the philosophy of all students must include the teacher's understanding of the nature of the student's learning and/or emotional problem. Thus, the teacher needs to have specific information and suggestions concerning the mode or style of learning best suited for each individual.

Special educators have proposed numerous models of mainstreaming. Two classic, yet, divergent examples of mainstreaming the handicapped child are cited by Hallahan and Kauffman (1982). They are as follows:

Lilly's (1971): "Zero Reject" model. This model suggests that the exceptional child be taught primarily by the regular classroom teacher. The special educator's role is to train the classroom teacher how to deal with the exceptional children in the regular class.

The second classic example of mainstreaming is that proposed by Adamson and Van Etten's (1972): "Fail-Save" model. The exceptional child is educated with the greatest degree of integration possible for that particular child. The programming is flexible, but if necessary, a child could possibly go from the regular

classroom situation to a special classroom or even to a residential program with pertinent reevaluations. The flexible programming of this model would depend upon the individual needs of the student.

In mainstreaming the emotionally handicapped child, it is important for the classroom teacher to realize it is not just the child's physical presence. It involves the instructional and social integration with nonhandicapped students. Social integration involves peer relationships, an opportunity to gain status, acceptance, and to feel secure as a full member of the classroom group with the corresponding rights and responsibilities of membership. Students who are not handicapped stand to learn a great deal from their interactions with handicapped classmates. Children never learn to respect differences until they are exposed to them and have an opportunity to learn from the experience. Results of research conducted by Gresham (1981, 1987) indicate that handicapped students interact with peers less frequently, and in more negative ways, than nonhandicapped students. Thus, Gresham (1981) advocates prosocial skills instruction.

Instruction in prosocial skills is also presented by McGinnis and Goldstein (1984) for use with

handicapped and nonhandicapped children in the elementary school. It is their aim to teach positive, productive social behaviors in an attempt to increase the children's chances for successful mainstreaming.

Research increasingly points to the many benefits that can accrue from the systematic use of peers as resources. Mainstreaming the emotionally handicapped child into integrated classrooms provides opportunities for children to function as models. However, it is usually necessary for the classroom teacher to train children to function in helpful ways. Bandura (1977), and Camp and Bash (1981) used peers as models to assist in modifying exceptional children's social and emotional behavior.

In addition, Devony, Guralnick, and Rubin (1977), as well as Toner, Moore, and Ashley (1979), utilized peers as models to increase the emotionally handicapped children's socialibility. Research conducted by Strain (1981) has also been successful in using peers to initiate social interactions with the withdrawn child.

Further research by Johnson and Johnson (1984) reiterates that by involving handicapped and nonhandicapped peers in situations where they must cooperate with one another leads to better attitudes on

the part of the nonhandicapped toward the handicapped.

The theme of cooperative learning has also been studied by Slavin (1980) in which the teams-games tournament approach has been utilized. High and low achievers are mixed initially and then reassigned to teams of comparable ability. This approach is used to foster both cooperation between low and high ability children and competition among students with similar abilities.

Additional suggestions for implementing cooperative learning strategies with mildly emotionally handicapped students in the mainstream, resource room, and self-contained classroom setting are described by Schniedewind and Salend (1987). Guidelines for selecting a format for cooperative learning, arranging the classroom, and developing cooperative skills are presented for teachers.

Results obtained by Yager (1985) unveiled the positive effects of cooperative and individualistic learning experiences. Conclusive evidence indicates that continued use of cooperative learning contingencies promotes positive growth in interpersonal attraction, social acceptability, and self esteem between handicapped and non-handicapped students.

It is important for educators, including administrators, teachers, and curriculum developers to incorporate a responsive environment into the dimension of curriculum and the classroom setting to meet the diverse needs of children. There are specific instructional materials to help nondisabled children explore their feelings and develop positive attitudes towards peers with special needs.

The positive results of the study conducted by Dubin and Fisher (1982) indicate that an awareness of others is beneficial for all students involved. The subjects were 12 emotionally handicapped students who were mainstreamed and the 209 regular students who attended the same classes. The study, which incorporated pre, post, and control groups, investigated the effects of training students to be cognizant and tolerant of handicapping conditions. The elementary students within the treatment group showed increased positive attitudes toward the handicapped and increased acceptance of mainstreamed emotionally handicapped students. Resources utilized were: Like It Is--Facts and Feelings About Handicaps From Kids Who Know, Barbara Adams (1979); and What Every Child Needs to Know about Mainstreaming by Susan Bookbinder (1978).

O'Bruba (1984) explains the use of teletherapy, a technique in which a teacher attempts to solve a child's problem by bringing the class a similar experience vicariously through stories told from appropriate books. Positive classroom attitudes were fostered through this activity.

Another study, which was conducted by Newman and Simpson (1983), exposed 205 regular class students to either information about handicapped persons or the information condition, plus structured experiences with emotionally disturbed pupils assigned to the same school. Positive interactions were yielded from the two attitude modification conditions.

Many regular classroom teachers feel that they are not qualified and will be unsuccessful in having the emotionally handicapped child in their classrooms.

Hudson, Graham, and Warner (1979) conducted a survey of regular classroom teachers. Their results yielded that 47 percent of these teachers were not in support of mainstreaming. They felt that they were not adequately trained and needed additional preservice and inservice training to serve the students effectively. Williams and Algozzine's (1979) questionnaire was similar. Their results from 267 regular classroom

teachers concurred with those of Hudson, et al. (1979).

Similar feelings were expressed by resource room teachers in a study conducted by Carri (1985). The results obtained show that resource room teachers felt the mainstream teachers needed inservice to properly understand the nature of the emotionally handicapped child in order to deal with the child in the regular classroom.

Teachers who were knowledgeable in the area of special education made a significant difference in the study conducted by Stephens and Braun (1980). Findings indicated that those teachers who had taken courses in special education were more willing to accept handicapped students in their classes than those teachers who had not taken such courses.

Salend and Johns (1983) propose that positive commitments from regular classroom teachers toward mainstreaming can be fostered by helping them promote positive changes in the mainstreamed child. This was exhibited in the case study of a mainstreamed second grader with emotional problems. The positive behavior changes in the child cultivated similar positive changes in the attitudes and actions of the involved two teachers toward mainstreaming.

This same notion is reiterated by Knoblock (1983), and Byrnes (1977) who describe experiences in attempting to reintegrate elementary grade learning and behavior problem students into the mainstream of school activities. The emphasis is placed on the importance of positive attitudes toward the exceptional children in the school.

Safran and Safran (1984) had 46 teachers rate observable mild-to-moderate school-related problem behaviors in order to identify aspects of teacher tolerance specific to the elementary classroom. The findings indicated that behaviors least tolerated are other-directed or disruptive. Self-directed or teacher-directed behaviors elicited less negative ratings.

In accordance with these results were the findings of Coleman and Gilliam (1983), who conducted an attitudinal survey parallel to a written vignette of a hypothetical emotionally disturbed student. Teachers responded most negatively toward aggressive students and least negatively toward withdrawn students. The teachers expressed more concern for mainstreamed students and less concern for others.

It is important for the regular classroom teacher

to be cognizant of how one personally perceives the behavior of the mainstreamed students. The teacher's personal attitudes and beliefs are significant when reacting to a student and/or classroom situation.

Campbell and Dobson (1985) conducted a study of regular classroom teachers to ascertain if the behavior problems of students in mainstreamed classrooms may be due in part to the expectations of educators who have not internalized information on teaching to the diversity of the students studied. This study indicates that educators need to develop attitudes and skills necessary for behavior management in the mainstream school environment. Once again the need for preservice and/or inservice training to effectively deal with the emotionally handicapped student is indicated.

Stainback and Stainback (1985) concur. They state the aura of optimism is present regarding the coordination of Exceptional and Regular Education. It is their feeling that attitudes can be modified with preservice and/or inservice training.

Research conducted by Hockley (1985) substantiates that a support teacher for the management of children with emotional behavior difficulties has been successful.

The support teacher's role includes: (1) assisting the classroom teacher in preparing classwork, (2) liason and coordination between the resource room teacher and the mainstream teacher, and (3) inservice training.

Another consultant/itinerant program is discussed by Chicola and Sager (1983). The consultant services children with mild to severe emotional and behavior problems. The program includes behavior management and curriculum modifications. The consultant works with the teachers of self-contained classes to promote mainstreaming. Although the program initially had staff resistance, it is now generally accepted.

Research supporting individual teacher assistance in the mainstream classroom is also described in a study by Singleton (1979). Two teacher training methods - workshops and direct assistance in the classroom - were examined for their effectiveness in increasing positive attitudes of regular classroom elementary teachers toward mainstreaming of learning disabled and emotionally disturbed children. Results indicate that the direct assistance group demonstrated significant positive growth in attitudes, while the workshop group demonstrated no significant differences in attitude.

Various inservice training projects have been

designed for the regular classroom teachers who deal with emotionally handicapped students.

The objective of the program formulated by Pattavina (1981) was for mainstream teachers to develop generic affective competencies for creating an affective classroom climate for managing conflicts and crises, and to use positive classroom management practices.

Tuscher (1981) developed and delivered inservice training through individualized, interactive videocassette training modules. This program was received positively. The regular classroom teachers were able to use the cassettes at their convenience. They affirmatively responded to the individualization and the efficiency of the delivery system.

Another mode of inservice training was developed by Webster (1981). This teaching guide is designed for inservice on using cognitive behavior modification with mainstreamed emotionally disturbed students. Emphasis is placed on the importance of record keeping and student self-monitoring in an attempt to stay on task.

In addition, results of surveys compiled by Hudson, Graham, and Warner (1979), and Middleton, Morsink, and Cohen (1979) indicate that educators ranked inservice teacher training as the number one need of regular

classroom teachers who have the mainstreamed handicapped children in their classes. The researchers state that by having administrators offer preservice or inservice in conjunction with supportive assistance to the regular classroom teachers, these teachers can attempt to improve their effectiveness.

Successful mainstreaming of the emotionally handicapped students is a major issue for administrators, supervisors, and principals. Oaks (1979) states that the principal must plan the scheduling of the students so that the mainstreaming activity runs smoothly. Furthermore, the mainstream teachers selected should be those teachers who have a positive attitude toward working with these students. Other suggestions include inservice education, consistent discipline, and compliance with federal guidelines. It is also stated that it is the principal's responsibility to the students, teachers, and parents to be aware of all activities within the school.

From the literature, it is evident that the need for mainstreaming the mildly to moderately emotionally handicapped youngster into the regular classroom exists. The basic premise held by the educational community, as well as the general public, is that closer contact

between the handicapped and the nonhandicapped, especially within the classroom, would help promote positive attitudes and acceptance of these students. It is apparent from research reports on this issue that mixed and varied results have been shown. Some research has implied that social acceptance and strides by all students have been significant. Other research has shown that little or no attitude change and acceptance has been attained.

The job of the regular classroom teacher is difficult and complex, yet rewarding when met with success. The mainstream teacher must be fully prepared to assist the child who has an emotional handicap. This teacher must be able to recognize and have a basic understanding of the behaviors exhibited by this type of child. Only then, can the classroom teacher be more knowledgeable to offer guidance and an educationally sound program for the youngster in need.

With the conscienscious effort of the regular classroom teacher, the resource teacher, the administration, the home, and the support services utilized, the child will have a better chance to remediate the emotional handicap. By providing structure, consistency, good role models, proper help,

and encouragement, the child will be offered the opportunity to be able to develop in a more positive manner. It takes a unified team approach to reach this goal. It is not an easy road to travel. It is long. It is tedious. It is filled with frustrations. But with each milestone attained the journey becomes shorter. The child's positive reactions and smiles tell you that he knows he is no longer alone.

The song "Shilo" by Neil Diamond depicts the loneliness, frustrations, and anger that is present in a child who has emotional problems:

"Young child with dreams,
Dream every day on your own.
When children play,
Seems like you end up alone.
Papa says he'd love to be with you,
If he had the time.
So you turn to the only friend
You can find,
There in your mind."

By utilizing one another's expertise and working together, hopefully, there will be fewer children feeling this way. The educators of today can help these children. They really can!!

# CHAPTER III

# ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

## Statement of General Goals

It was the writer's belief that if the mainstream teachers were properly guided and instructed, they would become more effective in dealing with the Emotionally Handicapped Student.

The purpose of this practicum was to increase the classroom teacher's knowledge of the Individual Educational Plan and its pertinent guidelines and procedures. In turn, the classroom teacher would then become cognizant of the needs and programs designed specifically for each mainstreamed Emotionally Handicapped Child.

## Behavioral Expectations

The following objectives were projected for this practicum:

1. The classroom teacher will demonstrate awareness of the various aspects of the Individual

Educational Plan by correctly responding to eight out of ten questions on a survey (see Appendix E).

2. The classroom teacher will exhibit cooperation with the resource room teacher to develop and implement each student's individualized curriculum by completing the Daily Completion Sheet on a daily basis and then turning them into the writer by Monday of each week (see Appendices F and I).

3. The classroom teacher will exhibit increased awareness of the county and federal guidelines and procedures by responding correctly to eight out of ten questions on a survey (see Appendix G).

4. The classroom teacher will indicate increased positive participation of the Emotionally Handicapped Student in classroom activities by being able to respond positively to eight out of ten questions on a survey (see Appendix A).

## Evaluation Instruments

To measure the objectives as mentioned previously, this writer employed the use of various instruments.

In order to measure Objective One, the writer administered a ten item survey to the mainstream teachers. This used a True/False format. The survey

stated various elements of the Individual Educational Plan. It was hoped that, after inservice, each teacher would receive a positive score for eight out of ten responses on the specific survey (see Appendix E).

In order to measure the classroom teacher's cooperation with the resource room teacher as stated in Objective Two, the writer analyzed the Daily Completion Sheet on a weekly basis. It was noted if the classroom teacher signed it daily, made pertinent comments, and attempted to maintain open lines of communication, both with the parent and the resource room teacher. This Daily Completion Sheet aided all of the persons involved in knowing if the student was completing all of the assigned work. A section for comments was included to allow the teachers and/or parents to write any relevant notes to each other. There was also a specific place for the parent's and teacher's signatures. All involved persons were to sign the sheet on a daily basis. This form was an attempt to keep everyone involved and cognizant of the child's daily work, effort, and behavior. In turn, it fostered the mainstream teacher's involvement with the Emotionally Handicapped Child that was placed in the regular classroom (see Appendix F).

In order to measure the classroom teacher's

awareness of the county and federal guidleines and procedures as stated in Objective Three, the writer administered a ten item survey (see Appendix G). The survey used a Yes/No format, and stated essential procedures and guidelines to be followed in the referral, evaluation, ans subsequent staffing process that takes place. It was projected that, after inservice, the mainstream teacher would positively identify a minimun of eight out of ten statements.

In order to measure the expected changes as stated in Objective Four, an analysis of the ten question Classroom Teacher Observation Survey was conducted (see Appendix A). This Yes/No formatted survey attempted to unveil the classroom participation of the Emotionally Handicapped Student in the mainstream. It was administered as a pre-survey and as a post-survey at the conclusion of the practicum. It was hoped that each mainstream teacher would be able to indicate increased positive classroom participation of the Emotionally Handicapped Student by being able to respond positively to eight out of ten questions posed.

# CHAPTER IV

# SOLUTION STRATEGY

## Discussion and Evaluation of Solutions

Upon examination of the thought provoking research encountered in the literature, it was evident that certain ideas were somewhat applicable to the proposed solution strategy. This strategy incorporated various thoughts described by other researchers, as well as this writer's own innovative and creative ideas.

This writer believed that mainstream teachers needed to increase their knowledge of federal and county guidelines, and definitions applicable for the emotionally handicapped child. Swanson and Reinert (1986), Hallahan and Kauffman (1982, 1986), Raiser and Van Nagel (1980), and Knoblock (1983), describe the multitude of factors which contribute to the various definitions derived from individuals, government agencies, and courts. However, Cullinan and Epstein (1979), disuss the importance of knowing the mandated components of the definition of one's own state. Thus, it was this writer's desire to educate the mainstream teachers in this area.

By having the regular classroom teacher take part in this phase of inservice instruction, hopefully, it increased their knowledge and awareness of the federal, state, and county guidelines for the emotionally handicapped child.

There is a great deal of research which elaborates upon the causes of emotional disturbance (Hallahan and Kauffman, 1982; Hewitt and Taylor, 1980; Kauffman, 1981; Sameroff, Seifer, and Zax, 1982; Thomas and Chess, 1984; and Werry, 1979). The aforementioned maintain that even though there is not definitive evidence that any one of these factors are directly responsible, the causes have been attributed to three major factors: biological disorders and diseases, pathological family relationships, and undesirable experiences at school. It is this writer's belief that the mainstream teachers should be exposed to the various theories.

In turn, there are numerous approaches and alternative interventions available for dealing with the emotionally handicapped child in the mainstream. They are discussed at length by Rhodes and Paul (1978), Kauffman (1980, 1981), Ross (1980), Fagen (1979), and Swanson and Reinert (1986). This writer believes that teachers should be made aware of the various approaches.

In order to develop cooperation between the regular

classroom students and the emotionally handicapped students, Strain (1981), Devoney, Guralnick, and Rubin (1977), Slavin (1980), and Johnson and Johnson (1984) have integrated peers as models to increase the emotionally handicapped children's socialibility and to initiate social interactions with the withdrawn child. These authors concur with Schniedewind and Salend (1987) that specific guidelines and arrangements should be presented to the classroom teachers in an attempt to foster positive attitudes throughout. This writer is also in agreement with this philosophy.

The development of positive attitudes in children was studied by Dubin and Fisher (1982), O'Bruba (1984), and Newman and Simpson (1983). It was the intention of these researchers to cultivate both positive attitudes and interactions by training students to be aware and tolerant of the emotionally handicapped. O'Bruba (1984), Bookbinder (1978), and Adams (1979) maintain that this is a vital process which is beneficial for all students involved. It is this writer's belief that it is essential to increase all students' understanding of the prevailing handicaps in an effort to attain better attitudes. But in order to do this, one must first educate the mainstream teachers.

With increased mainstreaming of emotionally handicapped students, a multitude of regular classroom teachers state that they do not feel qualified to serve the students effectively. Research conducted by Hudson, Graham, and Warner (1979), Stephens and Braun (1980), and Carri (1985) substantiate these findings. The teachers express lack of training as their major concern.

In addition, regular classroom teachers need to develop proper attitudes and skills required for good behavior management of emotionally handicapped children in the mainstream. Byrnes (1977), Campbell and Dobson (1985), and Pattavina (1981) confirm these observations. It is also this writer's contention that this is true.

Furthermore, Stainback and Stainback (1985), Hockley (1985), and Campbell and Dobson (1985) emphasize the need for preservice and/or inservice training to aid the mainstream teachers in understanding and educating the emotionally handicapped child. This writer concurs with this concept.

Administrators and educators agree with the need for inservice training. Middleton, Morsink, and Cohen (1979), Hudson, Graham, and Warner (1979), and Oaks (1979) state that principals know that it is of utmost importance for the regular classroom teacher to be aware

of the needs of the mainstreamed exceptional child. This writer agrees that it is essential to offer inservice training to increase the classroom teacher's awareness.

In order to develop good record keeping and student self-monitoring to on task behavior, Webster (1981) advocates inservice training. It is this writer's opinion that this is an integral component of inservice for teachers. This writer believes that if the child is guided toward positive achievement, perhaps the child's motivation and enthusiasm toward improved habits will result. With this in mind, the writer utilized the Daily Completion Sheet so that the student had a positive reminder of work accomplished.

There have been many research studies involving the preservice and/or inservice model. Many programs are of the workshop-group type. Tuscher (1981), however, received positive responses from the inservice videocassette training modules. The mainstream teachers showed more enthusiasm toward the convenience and self-pacing of the activity.

Singleton (1979), Chicola and Sager (1983), and Hockley (1985) recommend inservice through individual teacher assistance by a consultant/support teacher. The

research by Singleton (1979) contends that the group of teachers who received direct assistance demonstrated significant growth in attitudes over the workshop-group who demonstrated no significant differences in attitude toward the emotionally handicapped child. This writer concurs with the aforementioned that individual teacher assistance yields better attitudes and overall growth for the classroom teachers. When the teacher, on an individual basis, can confide in a consultant and receive support and guidance, positive gains should be forthcoming and evident.

In order to deal more effectively with children who are emotionally handicapped and in the mainstream, it is imperative that the regular classroom teacher be prepared and openminded. Much of the literature points out that adherence to these guidelines proves effective:

1. Work in close contact with the Resource Room teacher.
2. Maintain open lines of communication with the parent(s)/guardian.
3. Be consistent. Establish appropriate consequences for behavior.
4. Maintain a highly structured system of classroom management which stresses positive reinforcement of appropriate behavior.
5. Have realistic expectations regarding the child's behavior and academic performance.

Charles (1979) states that mainstreamed success can be maximized if the exceptional child's progress and problems are viewed individually, rather than in comparison with other students.

6. Try to be understanding. If negative influences are identified, attempt to change them (e.g. poor nourishment, peers who tease, abuse at home).

7. Try to make the classroom a place where the children treat each other with respect and take pride in their work.

It is the goal of the mainstream program to utilize successful strategies to improve the child's social/emotional health. In turn, the child will improve the skills necessary to maintain satisfactory interpersonal relationships, and improve the basic academic skills. The child will develop appropriate social/behavior skills by developing an understanding of oneself and of others.

Miller (1977), and Jackson, Jackson, and Monroe (1983) stated that the classroom has great potential either to build or to erode positive self-concepts. Thus, if education is to accomplish its goals, systematic attention must be paid to the affective as well as the cognitive areas. Self-understanding and social awareness are a vital part of effective education, both for the student and the teacher.

## Description of Selected Solutions

Based upon this writer's ideas and those in the literature, a new solution strategy was emerged. It was this writer's belief that by incorporating additional innovative techniques to those previously discussed, a successful solution could be achieved. It was this premise that served as the basis for this writer's solution strategy.

## Report of Action Taken

The strategy developed by this writer was implemented for the 1987 - 1988 school year. This practicum involved all mainstream teachers of Resource Emotionally Handicapped Students. There were specific activities conducted each month of the school year, as well as additional conferences and observations that were requested by the mainstream teachers on an as-needed basis. Any pertinent information or anecdotals were recorded, as deemed necessary. The evaluations were an on-going process, on a weekly and monthly basis. Final analysis was tabulated at the conclusion of the specified time period.

The materials and equipment utilized for this strategy were supplied by the librarian and this writer. The solution plan that was implemented took place in the writer's place of employment.

During the implementation phase of the practicum the writer was involved with the following activities:

1. The writer served as a facilitator and provided opportunities to meet with the individual teachers to discuss relevant classroom situations or areas of concern and to make recommendations, on an as-needed basis (at least one time per month).

2. The facilitator administered surveys to the mainstream teachers and the resource room teachers (see Appendices A, B, C, D, E, and G).

3. The facilitator developed and disseminated materials by conducting direct-assist inservice training for faculty members regarding policies, procedures, individual educational plans, annual reviews, interim reviews, minimum basic skills requirements, and behavior management techniques.

4. The facilitator developed a Daily Completion Sheet for the mainstream classroom teachers to indicate the targeted students' on-task behavior (see Appendix F).

5. The facilitator met monthly with the principal to keep the administration abreast of the ongoing program (see Appendix L).

6. The facilitator met monthly with the guidance counselor to discuss relevant issues regarding the EH students (see Appendix M).

7. The facilitator conducted classroom observations, as needed, to offer concrete suggestions to teachers who were having problems in their classrooms (see Appendix N).

8. The facilitator supported and encouraged motivation toward the mainstream classroom teacher.

The monthly specific activities were as follows:

Month 1:

A. Inservice training for teachers included information, materials, and references on the following topics (see Appendix O)

1. Introduction to mainstreaming
2. Causes of emotional disturbance
3. Behavior patterns of the emotionally handicapped
4. Various approaches utilized in educating the emotionally handicapped
5. Philosophy and legal basis for mainstreaming
6. Current implications of Public Law 94-142
7. Eligibility for the Emotionally Handicapped Program
8. Purpose of a student's Daily Completion Sheet (see Appendix F)

Originally, the Daily Completion Sheet was going to be introduced during Month 3 of implementation. However, after a great deal of thought, the writer decided to implement it earlier in order to initiate the aura of structure, continuity, and total participation for all involved.

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 2:

A. Inservice training for teachers included information, materials, and references on the following topics (see Appendix P)

1. The referral process

2. Screening procedures

3. Procedures for student evaluation

4. Approval of placement

5. The rights of the parents

6. Individual Educational Plan

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with the guidance counselor

E. Meeting with principal

Month 3:

A. Inservice training for teachers included information, materials, and references on the following topics (see Appendix Q)

1. Review the I.E.P. and its components

2. Record keeping and reporting

a. Necessity of accurate records

b. Records substantiating pertinent information

3. Working with one another for a total team involvement

a. Direct responsibilities of those involved

(1) Regular classroom teacher

(2) Exceptional Education teacher

(3) Parent(s)

(4) Child

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 4:

A. Inservice training for teachers included information, materials, and references on the following topics (see Appendix R)

1. Behavior management suggestions I

a. Activities matched to developmental levels

b. Activities to foster peer interaction

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 5:

A. Inservice training for teachers included information, materials, and references on the following topics (see Appendix S)

1. Behavior management suggestions II

a. Developing prosocial skills

b. Organizing and conducting a structured learning group

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 6:

A. Inservice training for teachers (see Appendix T)

1. Available resources

a. Educational materials

b. Organizations

c. Professional literature

d. Volunteer groups

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 7:

A. Inservice training for teachers

1. Behavior management suggestions III (see Appendix U)

a. Dealing with disruptive behavior in the classroom

b. Two affective approaches to develop relationships

c. Contingency Management

d. Contracting

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 8:

A. Administer surveys

1. Mainstream Teacher Survey: I.E.P.

2. Mainstream Teacher Survey: Procedures and Guidelines

B. Individual teachers' conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 9:

A. Administer surveys

1. Classroom Teacher Observation Survey

2. Exceptional Education Teacher Survey

3. E.H. Student Attitude Survey

B. Individual teacher's conferences

C. Ongoing classroom observations

D. Meeting with guidance counselor

E. Meeting with principal

Month 10:

A. Analysis of results

B. Report writing

Month 11:

A. Report revisions (if necessary)

B. Dissemination of results to faculty and administration

C. Dissemination of abstracts to the county's Exceptional Education Departments for the Emotionally Handicapped

D. Dissemination of abstracts to members of Cluster XXII

# CHAPTER V

# RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

## Results

By analyzing the findings of this planned program, results indicate that the mainstream classroom teachers did increase their knowledge of the Individual Educational Plan and its pertinent guidelines and procedures as it pertains to the Emotionally Handicapped Student. In turn, the classroom teachers became cognizant of the needs and programs designed specifically for each mainstreamed Emotionally Handicapped Child. Consequently, the children appear to have increased their motivation and enthusiasm toward being in the mainstream. A positive rapport has ensued between the identified children and their respective mainstream teachers.

By examining the results, one can observe that considerable knowledge regarding the specific subject matter was achieved. One must note that the initial Classroom Teacher Overview Survey (see Appendix B) yielded a mean score of 4.0 correct responses prior to

inservice instruction. In order to analyze the results of the proposed objectives, charts were utilized to clearly depict the results obtained.

Objective One was stated as: The classroom teacher will demonstrate awareness of the various aspects of the Individual Educational Plan by correctly responding to eight out of ten questions on a survey (see Appendix E). It can be noted from the compiled results of the IEP Survey that all of the mainstream teachers achieved the minimum objective (see Appendix H). The group, as a whole, received a mean of 8.8 correct items after receiving inservice.

Objective Two was stated as: The classroom teacher will exhibit cooperation with the resource room teacher to develop and implement each student's individualized curriculum by completing the Daily Completion Sheet on a daily basis and then turning them in to the writer each week (see Appendices F and I). This writer attributes the lack of total participation during the initial weeks to absentmindedness. Although, the teachers were signing the student's Daily Completion Sheets, they were not remembering to return them. After reminding them the first few weeks, it became habit and the sheets were turned in routinely. When it was not

signed, it was usually the fault of the student, as it was the student's responsibility to give it to the teacher daily in order to have it signed. Initially, the teachers had to remind the students, but eventually the procedure became routine. The students also liked receiving stickers from the Exceptional Education Teacher for returning a signed Completion Sheet.

Objective Three was stated as: The classroom teacher will exhibit increased awareness of the county and federal guidelines and procedures by responding correctly to eight out of ten questions on a survey (see Appendix G). The results obtained indicate that all of the teachers achieved a mean score of 8.53 correct items on the post-training survey (see Appendix J).

Objective Four was stated as: The classroom teacher will indicate increased positive participation of the Emotionally Handicapped Student in classroom activities by being able to respond positively to eight out of ten questions on a survey (see Appendix A). As can be noted, positive growth was achieved by all of the students (see Appendix K). The mean of the group was 3.26 at the onset of the implementation and a mean of 8.90 at the conclusion. Therefore, it can be stated that this target group increased their overall positive

participation in mainstream classroom activities.

The EH Student Attitude Survey (see Appendix D), was administered at the beginning of the school year. Initially, the students received a mean score of 2.73 for positive responses. However, at the conclusion of the school year the mean score of positive responses had increased to a score of 8.33 (see Appendix V).

This writer attributed the lack of positive participation and positive attitude during the initial phase to a combination of factors which included: the mainstream student feeling self-conscious about one's "place" in relation to his/her position in the regular classroom, and the mainstream teacher's lack of understanding and knowledge regarding the ramifications of having the Emotionally Handicapped student in the classroom.

The results of the EH Student Attitude Post-Survey indicated that all of the students gained confidence regarding their "membership" in the mainstream class. More than 80 percent of the responses were now positive as opposed to the numerous negative responses given on the initial survey.

On the initial EH Student Attitude Survey, most of the students indicated that they did not get any

additional help from their regular classroom teacher, nor did the teacher make an effort to talk to them in private if they were having a problem. In addition, the Emotionally Handicapped students stated that their classmates did not understand why they went to a special class, and in essence, did not really understand them as peers. Consequently, the targeted students did not really feel that they had a lot of friends in the classroom, nor did they maintain social relationships after school hours. Common to most of these students was a feeling that they were not trying their best and this is why they did not complete their classwork and homework.

A major disturbance to the students was that the regular classroom teachers did not allow them to sit near their classmates. More often than not, they were off to the far side of the room, in a corner, or even given a study carrel as their permanent seat.

However, on the final survey, all of the students had changed their attitude toward being in the mainstream class. Their responses reflected attitudes toward being more self-confident, less nervous, and more willing to participate in class discussions. The students even felt that other people might feel that

they, too had something worthwhile to contribute to the class discussions.

Another significant comment noted by most of the students was that the mainstream teachers did not seat them alone now, or at the side of the room. For the most part, they were being seated with classmates. They also shared that the teachers appeared to talk to them in softer and more understanding voices than they had ever done before. In addition, they were even being given classroom jobs when they volunteered. The students had even stated that their classmates had ceased teasing them for going to a special class. Just by talking to the students, one could see that they were significantly happier.

The results of the Exceptional Education Teacher Survey (see Appendix C) indicated that positive growth was achieved on the part of the mainstream classroom teachers. This survey was administered to all teachers who instruct children of any exceptionality. On the initial survey at the start of the school year, there was 100 percent total agreement among these teachers that the mainstream teachers did not understand the emotionally handicapped child, nor did they really want to have them in their classrooms. The Exceptional

Education Teachers stated that the regular classroom teachers did not really want to be bothered with any exceptionality which deviated from the norm, even if it was a child who attended Speech or Gifted. The children's movement into or out of the class for a period posed an additional disruption to the regular classroom teacher. They did not want to have to deal with this, if at all possible.

However, on the post-survey an improvement was obvious. The results displayed that many of the classroom teachers no longer regarded the resource room as a babysitting service, and that they were more responsive to the Exceptional Education Teachers suggestions. The classroom teachers were also attempting to maintain open lines of communication with the specific children's teachers and parents. The results of this survey unveiled that the mainstream teachers were more willing to accept their role in implementing the I.E.P. as well. Additional comments that were written on the survey stated that it was apparent that some of the regular classroom teachers were now more at ease to confer with the resource teachers in an attempt to maintain consistency and to help the child in need. The Exceptional Education

Teachers felt that this was due to the knowledge and understanding that they had accrued over the past two semesters.

## Discussion and Conclusions

The original objectives of this strategy were to increase the mainstream classroom teachers' knowledge of the Individual Educational Plan and its pertinent guidelines and procedures, as well as attempting to have these teachers become cognizant of the needs and programs designed specifically for each mainstreamed Emotionally Handicapped Child. The method utilized to ascertain if there was an increase in their knowledge, and, in turn, a decrease in the number of errors proved positive. The results of the Individual Educational Plan Survey (see Appendix H) and the Federal and County Procedures and Guidelines Survey (see Appendix J) indicated that the teachers had processed the information. The results of these activities were positive and have led the writer to concur with Cullinan and Epstein (1979) on the importance of knowing the mandated components of one's own state's definitions.

All other forms of evaluation utilized for this strategy also indicate that this undertaking was successful. The Check-Off Sheet for Returned Completion Sheets, which was filled in weekly, gave the students the initial and continuous incentive to have it signed by their parents and teachers. Each week the students would gather around to see who received a check for positive participation. These students were then able to color in a star on their Super Star Record Paper which was part of the behavior management program in the resource class. The stickers that they received from the Exceptional Education Teacher were an additional incentive as well.

Furthermore, the results of the post-training Classroom Teacher Observation Survey (see Appendix K) indicated increased positive participation of the Emotionally Handicapped Student in mainstream classroom activities. Taking all of this into consideration, this writer concludes that the students' self-concepts must have improved to a certain degree.

It is especially interesting to note that the monthly conferences that were held between the writer and the Principal, and the writer and the Guidance Counselor were informative for all involved. The

progress of the students, as well as the particular teachers and classrooms were discussed. Consequently, ideas were exchanged, and plans for additional behavior management or academic strategies were made to be either incorporated and/or deleted from the individual educational plans of specific students. Everyone was up-to-date on the approaches being utilized, as well as the progress or lack of progress that was being attained.

The mainstream teachers had expressed, throughout the year, that they appreciated the assistance this writer gave by doing classroom observations of specific students. They felt that it not only helped them in dealing with what was actually transpiring, but the observations helped them to gain insight as it was being viewed by an uninvolved individual to the classroom situation, per se. It aided in their personal understanding of the child and in the development of the total team approach.

The post EH Student Attitude Survey indicated an improvement in the students' views and position in the mainstream classrooms. They seemed to be much happier and felt that they were part of the class now.

It is this writer's opinion that the mainstream

teachers have truly improved their understanding of Emotionally Handicapped Children and the involvement one must develop when having these students in the regular classrooms. In doing this, they have aided the other students to be more tolerant and understanding of their classmates. This is a vital segment of the educational process. With these concepts working together, it will be far easier to strive for and achieve success. The development of positive attitudes in children is reiterated in Dubin and Fisher (1982), O'Bruba (1984), and Newman and Simpson (1983). They state that it is essential to cultivate both positive attitudes and interactions by training students to be aware and tolerant of the Emotionally Handicapped. In as much as O'Bruba (1984), Bookbinder (1978), and Adams (1979) maintain that this is vital, it is this writer's belief that it is essential and mandatory to aim to increase all students' understanding of the prevailing handicaps in an effort to attain better attitudes. However, to do this, one must first educate the mainstream teachers. From the results obtained, it is apparent that this was achieved.

Due to the enormous amount of research which elaborates upon the causes of emotional disturbance,

it was this writer's intent to expose the mainstream teachers to the various theories. Hallahan and Kauffman (1982), Hewitt and Taylor (1980), Kauffman (1981), Sameroff, Seifer, and Zax (1982), Thomas and Chess (1984), and Werry (1979) concur with this approach and that the teachers should be aware of the implications.

Accordingly, this writer felt that the mainstream teachers should be made aware of the various approaches available for dealing with the emotionally handicapped child in the mainstream. This particular thought is described at length by Rhodes and Paul (1979), Kauffman (1980, 1981), Ross (1980), Fagen (1979), and Swanson and Reinert (1986). Thus, various behavior management suggestions were delineated and explained at length (see Appendices Q, R, S, T, and U).

The specific guidelines and arrangements that should be presented to the classroom teachers in an attempt to foster positive attitudes throughout the classroom is noteworthy. This writer concurs with Schniedewind and Saland (1987) as well as with Strain (1981), Devoney, Guralnick, and Rubin (1977), Slavin (1980), and Johnson and Johnson (1984) who have intergrated peers as models to increase the emotionally handicapped children's socialibility and to initiate

social interactions with the withdrawn child. This proved to be an advantage during this implementation. The results obtained during this time period have led the writer to concur with the aforementioned authors.

The research on this subject substantiates that many mainstream teachers do not feel confident to have the emotionally handicapped youngsters in their classrooms. These teachers have indicated that they do not have the proper attitudes and skills required for good behavior management of the emotionally handicapped child in the mainstream. However, this writer concurs with Stainback and Stainback (1985), Hockley (1985), and Campbell and Dobson (1985). These authors emphasize the need for preservice and/or inservice training to aid the mainstream teachers in understanding and educating the emotionally handicapped child. Through this planned program, a basic understanding and foundation was established.

The teachers' comments regarding the inservice instruction was positive. They expressed that they liked having the inservice through the individual, direct assistance approach, as opposed to the workshop group type. By direct-assist, they felt more at ease and were able to receive the personalized support and

guidance that they individually needed. The teachers stated that in a group situation they would not have become as involved. They all liked having the consultant/support teacher available to come to the classroom to confide in privately without worrying that another teacher would look negatively at their personal thoughts, questions, and concerns. These results are in agreement with those of Singleton (1979), Chicola and Sager (1983), and Hockley (1985) who also recommended inservice through individual teacher assistance by a consultant/support teacher with whom the mainstream teacher could develop a genuine, positive rapport.

Very positive feedback was received from all the mainstream teachers for the guidebook given to each of them. This book contained all pertinent information, references, and behavior management suggestions for their personal use with Emotionally Handicapped students mainstreamed in their classrooms (see Appendices O, P, Q, R, S, T, and U).

Overall comments from the mainstream teachers and the children's parents have been positive. As mentioned previously, the mainstream teachers have noticed students' increased participation in classroom activities. Parents have mentioned that they have

noticed tremendous improvement in manners and consideration for others.

It was the intent of the writer to strive for a consistent total team involvement. Specifically, by utilizing the Daily Completion Sheet, the Exceptional Education Teacher, the mainstream teacher, and the parents had the "day at a glance" in order to assess the student's daily progress and behavior, if necessary. The section left for Comments was very useful as notes were written frequently by an adult having a question or a comment. This particular form allowed everyone to know about the child's ongoing daily program and accompanying activities. By incorporating the Daily Completion Sheet into the child's program and routine, the involved adults were better able to aid the child in any way that they needed assistance or guidance. This particular activity concurs with that of Webster (1981) who advocates good record keeping and student self-monitoring to increase one's on-task behavior.

## Recommendations

Based on the positive results of the program, the

writer will continue its use for the remainder of the school term, and once again, during the coming school year when these students are assigned to new mainstream teachers. The process will be duplicated with these teachers in order to allow for a smooth transition for all involved.

The following recommendations are, therefore, made for the mainstream teacher:

1. Use a variety of materials, films, and motivational techniques to develop awareness of others and prosocial skills.

2. Keep the activities brief to avoid disinterest, both for the student and the teacher.

3. Allow the students to participate in the selection of topics to be discussed during Magic Circle, Role Playing, Modeling, etc..

4. Encourage student participation and class interaction.

5. Attempt to foster team efforts and cooperative learning situations in the classroom for various activities.

6. Obtain the assistance of the school librarian to aid in the selection of appropriate and interesting reading materials from which the students can relate.

7. Provide daily interaction between the teacher and students in order to give assistance, monitor progress, and develop a positive relationship.

8. Maintain open lines of communication with the Exceptional Education Teachers and the Emotionally Handicapped students' parents.

9. Let the students know what is expected of them and the responsibilities they will aim to achieve.

10. Let the students know that their positive effort and progress is noteworthy and appreciated.

## Dissemination

This writer has very positive feelings regarding the results of this study and its implications for increasing the mainstream teachers' confidence toward having Emotionally Handicapped students in the classroom. Thus, it is the intent of the writer to conduct a faculty meeting with the specifically involved mainstream teachers, and the other exceptional education personnel in the school where this study originated to discuss the program and the results obtained. The Administration will be invited, as well as the County

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# APPENDIX A

## CLASSROOM TEACHER OBSERVATION SURVEY

APPENDIX A

CLASSROOM TEACHER OBSERVATION SURVEY

Complete the section at the bottom of the sheet. Then check the appropriate box for each item.

| | YES | NO |
|---|---|---|
| 1. Does the student usually participate in class discussions? | | |
| 2. Does the student appear to like working independently? | | |
| 3. Does the student show enthusiasm toward any classroom activity? | | |
| 4. Does the student appear to socialize in a positive manner with the other students? | | |
| 5. Does the student volunteer to answer questions without having to be called upon? | | |
| 6. Does the student speak out in a clear voice when called upon to answer a question? | | |
| 7. Does the student focus attention on the person speaking? | | |
| 8. Does the student stay on task for ten minutes or longer? | | |
| 9. Does the student appear to have friends in the classroom? | | |
| 10. Does the student complete homework assignments on a regular basis? | | |

Date: _____ Student Name: _____

Grade: _____ Teacher/Observer: _____

Comments: _____

_____

_____

_____

_____

# APPENDIX B

## CLASSROOM TEACHER OVERVIEW SURVEY

APPENDIX B

CLASSROOM TEACHER OVERVIEW SURVEY

Date: _____ Teacher: _____ Grade: _____

Student Name: _____

Read each item below. Check the appropriate box for your answer.

| | TRUE | FALSE |
|---|---|---|
| 1. Federal and county guidelines support one view and approach regarding the education of emotionally disturbed children. | | |
| 2. Every student in the public schools is entitled to the benefits of P.L. 94-142. | | |
| 3. Counties and states receive federal support regardless of whether education is private or public. | | |
| 4. The Exceptional Education Teacher is solely responsible for creating the I.E.P.. | | |
| 5. If parental consent for testing is not given, the county or district has no recourse. | | |
| 6. If the parent is not in agreement with the evaluation recommendations made by the qualified district specialist, the parent may obtain further evaluation at public expense. | | |
| 7. The duration of an I.E.P. is for a minimum of one year. | | |
| 8. Any child with an ongoing or long term behavior problem qualifies for admittance to the EH program. | | |
| 9. A referral may be a verbal request to the guidance counselor for a formal evaluation of a student exhibiting difficulty. | | |
| 10. Most classroom teachers have been adequately trained to handle the educational needs of the mainstreamed EH student. | | |

# APPENDIX C

## EXCEPTIONAL EDUCATION TEACHER SURVEY

APPENDIX C

EXCEPTIONAL EDUCATION TEACHER SURVEY

Please mark the appropriate box for each item below.

| | YES | NO |
|---|---|---|
| 1. Do you feel the classroom teachers recognize and have a basic understanding of the behaviors exhibited by the emotionally handicapped child? | | |
| 2. Do the classroom teachers appear to want to help the emotionally handicapped child? | | |
| 3. Do the classroom teachers appear to feel that the resource room is a babysitting service? | | |
| 4. Do the classroom teachers appear annoyed when you want to confer about a child's progress of lack of progress? | | |
| 5. Do you feel the classroom teachers want to accept their role in implementing the I.E.P.? | | |
| 6. Do you feel the classroom teachers are consistent in their behavior management techniques? | | |
| 7. Do you feel classroom teachers work cooperatively with you in order to insure that the most appropriate program is provided? | | |
| 8. Do you feel a genuine total team effort is being made for your students? | | |
| 9. Do you feel the classroom teachers consider exceptional children a hinderance/bother to their classrooms? | | |
| 10. Do you feel that consistent and open lines of communication are maintained between you and the classroom teachers at all times? | | |

Teacher: _____

Exceptionality Taught: _____

Comments: _____

_____

_____

# APPENDIX D

## E. H. STUDENT ATTITUDE SURVEY

# APPENDIX E

## MAINSTREAM TEACHER SURVEY: I. E. P.

APPENDIX E

MAINSTREAM TEACHER SURVEY: I. E. P.

Read each item below. Check the appropriate box for your choice.

| | TRUE | FALSE |
|---|---|---|
| 1. An Individualized Educational Plan addresses the needs of a single child. | | |
| 2. The Education for All Handicapped Children Act of 1975 mandated the provisions of the I.E.P. | | |
| 3. Copies of the I.E.P. are only kept in the Confidential Guidance Folder. | | |
| 4. The I.E.P. is formulated solely by the Regular Classroom Teachers and the Exceptional Education Teacher. | | |
| 5. An I.E.P. does not extend beyond one year. | | |
| 6. An Interim Review may not address additions or revisions to a student's I.E.P. | | |
| 7. The I.E.P. enumerates in which areas Special Education will be provided. | | |
| 8. The I.E.P. does not indicate the number of hours per week the student is in Basic and/or Vocational Education. | | |
| 9. The Comment Section of the I.E.P. may include any relevant educational decisions, including the child's Minimum Basic Skills Mastery Level, waiver of the standard requirements, and the required percentages of mastery for the specific child. | | |
| 10. The annual goals, short term instructional objectives, evaluation procedures, and criteria for mastery are limited to Part II of the I.E.P. | | |

# APPENDIX F

## STUDENT DAILY COMPLETION SHEET

# APPENDIX F

## STUDENT DALLY COMPLETION SHEET
## (Original Reduced)

NAME: WEEK OF:

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ |
| SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ |
| LANGUAGE ARTS/ HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/ HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/ HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/ HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/ HANDWRITING<br>YES _____<br>NO _____ |
| MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ |
| SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ |
| COMMENTS | COMMENTS | COMMENTS | COMMENTS | COMMENTS |
| PARENT SIGNATURE: | PARENT SIGNATURE: | PARENT SIGNATURE: | PARENT SIGNATURE: | PARENT SIGNATURE: |

# APPENDIX G

## MAINSTREAM TEACHER SURVEY: PROCEDURES AND GUIDELINES

APPENDIX G

MAINSTREAM TEACHER SURVEY:
PROCEDURES AND GUIDELINES

Read each item below. Check the box for the appropriate answer.

| | YES | NO |
|---|---|---|
| 1. Parents are not entitled to a full explanation of all tests, records, and reports. | | |
| 2. Parent consent must be obtained prior to a formal evaluation. | | |
| 3. If a parent witholds consent for testing, the district personnel may request a formal hearing. | | |
| 4. The language of written notice documents that information imparted to the parents is provided in the primary language of the parent. | | |
| 5. Parents have the right to request clarification of evaluation information and procedures, if they have and doubts or questions. | | |
| 6. Evidence of an intervention plan is not a requirement for eligibility into an EH program. | | |
| 7. A referral is a written request for a formal evaluation of a student who is having adjustment, behavioral, or academic difficulty. | | |
| 8. Screening procedures include: obtaining parent consent for vision, hearing, and speech screening as well as psychoeducational testing; review of cum records, conference forms, grades, and anecdotal records. | | |
| 9. A personality and attitude assessment is not always mandatory for EH placement. | | |
| 10. The Staffing Committee is comprised solely of the classroom teachers, parent, guidance counselor, psychologist, and Exceptional Education Teacher. | | |

# APPENDIX H

## RESULTS OF THE MAINSTREAM TEACHER SURVEYS: I.E.P.

APPENDIX H

RESULTS OF THE

MAINSTREAM TEACHER SURVEYS: I.E.P.

| | No. of Correct Items | No. of Incorrect Items |
|---|---|---|
| Teacher # 1 | 8 | 2 |
| Teacher # 2 | 8 | 2 |
| Teacher # 3 | 9 | 1 |
| Teacher # 4 | 10 | 0 |
| Teacher # 5 | 8 | 2 |
| Teacher # 6 | 9 | 1 |
| Teacher # 7 | 8 | 2 |
| Teacher # 8 | 8 | 2 |
| Teacher # 9 | 9 | 1 |
| Teacher # 10 | 10 | 0 |
| Teacher # 11 | 10 | 0 |
| Teacher # 12 | 8 | 2 |
| Teacher # 13 | 9 | 1 |
| Teacher # 14 | 10 | 0 |
| Teacher # 15 | 8 | 2 |

Mean: Post-Testing 8.8 Correct Items

# APPENDIX I

## CHECK-OFF SHEET FOR RETURNED COMPLETION SHEETS

## CHECK-OFF SHEET FOR RETURNED COMPLETION SHEETS

| TEACHER | | MONTH 1 | | | | MONTH 2 | | | | MONTH 3 | | | | MONTH 4 | | | | MONTH 5 | | | | MONTH 6 | | | | MONTH 7 | | | | MONTH 8 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | WK | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | R | | / | | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / |
| | S | / | / | | / | / | | / | / | | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / |
| 2 | R | | | / | | / | / | | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / |
| | S | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / |
| 3 | R | / | / | | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | | / | / | / | / | / | / |
| | S | | | / | / | / | / | | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| 4 | R | / | / | / | | | / | | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| | S | | | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| 5 | R | | | / | / | / | | / | | / | / | / | / | / | / | / | / | | / | / | / | | / | / | / | / | / | / | | / | / | / | / |
| | S | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | | / | / | / | / | / | / | | / | / | / | / |
| 6 | R | / | / | / | / | / | / | / | / | | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / |
| | S | | | | / | | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / |
| 7 | R | | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | | / | / | / | / | / | / | / |
| | S | | | / | | / | / | | / | / | / | / | / | / | / | / | | / | / | | / | / | / | / | / | | / | / | / | / | / | / | / |
| 8 | R | | | / | / | | / | / | / | / | / | / | / | / | / | / | / | | / | / | | | / | / | / | / | / | / | / | / | / | / | / |
| | S | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| 9 | R | | / | | / | / | / | / | / | | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| | S | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| 10 | R | | / | | / | / | / | / | / | | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| | S | | | / | | / | / | / | / | | / | / | / | / | / | / | | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / |

R: Returned; S: Signed /:Returned and/or Signed

CHECK-OFF SHEET FOR RETURNED COMPLETION SHEETS (CONT.)

| TEACHER | | MONTH 1 | | | | MONTH 2 | | | | MONTH 3 | | | | MONTH 4 | | | | MONTH 5 | | | | MONTH 6 | | | | MONTH 7 | | | | MONTH 8 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | WK | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 11 | R | | | | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| | S | / | / | / | / | / | / | / | / | / | / | | / | / | | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / |
| 12 | R | / | | / | | / | | / | | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| | S | | / | | / | | / | / | / | / | / | | / | / | / | | / | / | / | / | | / | / | / | | / | / | / | / | / | / | / | / |
| 13 | R | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / |
| | S | | | | / | | / | / | / | | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | | / | / | / | / | / |
| 14 | R | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / |
| | S | | | / | / | | | / | / | / | / | | / | / | / | / | | / | / | / | / | | / | / | / | / | | / | / | / | / | / | / |
| 15 | R | | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | | / | / | / | / | / | / |
| | S | | / | | | / | / | | / | / | / | / | / | / | / | / | | / | / | / | / | / | / | | / | | / | / | / | / | / | / | / |

R: Returned; S: Signed /:Returned and/or Signed

# APPENDIX J

## RESULTS OF THE MAINSTREAM TEACHER SURVEYS: PROCEDURES AND GUIDELINES

APPENDIX J

RESULTS OF THE MAINSTREAM TEACHER SURVEYS:
PROCEDURES AND GUIDELINES

| | No. of Correct Items | No. of Incorrect Items |
|---|---|---|
| Teacher # 1 | 8 | 2 |
| Teacher # 2 | 8 | 2 |
| Teacher # 3 | 9 | 1 |
| Teacher # 4 | 10 | 0 |
| Teacher # 5 | 8 | 2 |
| Teacher # 6 | 9 | 1 |
| Teacher # 7 | 8 | 2 |
| Teacher # 8 | 8 | 2 |
| Teacher # 9 | 8 | 2 |
| Teacher # 10 | 9 | 1 |
| Teacher # 11 | 10 | 0 |
| Teacher # 12 | 8 | 2 |
| Teacher # 13 | 8 | 2 |
| Teacher # 14 | 9 | 1 |
| Teacher # 15 | 8 | 2 |

Mean: Post-Testing 8.53 Correct Items

# APPENDIX K

## RESULTS OF THE CLASSROOM TEACHER OBSERVATION SURVEYS

## APPENDIX K

### RESULTS OF THE CLASSROOM TEACHER OBSERVATION SURVEYS

| | PRE-TRAINING | | POST-TRAINING | |
|---|---|---|---|---|
| | YES | NO | YES | NO |
| Teacher # 1 | 3 | 7 | 8 | 2 |
| Teacher # 2 | 4 | 6 | 9 | 1 |
| Teacher # 3 | 3 | 7 | 8 | 2 |
| Teacher # 4 | 5 | 5 | 10 | 0 |
| Teacher # 5 | 4 | 6 | 9 | 1 |
| Teacher # 6 | 3 | 7 | 8 | 2 |
| Teacher # 7 | 2 | 8 | 8 | 2 |
| Teacher # 8 | 3 | 7 | 9 | 1 |
| Teacher # 9 | 2 | 8 | 8 | 2 |
| Teacher # 10 | 4 | 6 | 10 | 0 |
| Teacher # 11 | 4 | 6 | 9 | 1 |
| Teacher # 12 | 3 | 7 | 8 | 2 |
| Teacher # 13 | 4 | 6 | 9 | 1 |
| Teacher # 14 | 3 | 7 | 8 | 2 |
| Teacher # 15 | 2 | 8 | 8 | 2 |

Mean: Pre-Training 3.26 Positive Responses
Mean: Post-Training 8.90 Positive Responses

# APPENDIX L

## CONFERENCE DOCUMENTATION FORM: PRINCIPAL

APPENDIX L

CONFERENCE DOCUMENTATION FORM: PRINCIPAL

TOPICS DISCUSSED:

Month 1:

A. County and area guidelines and procedures to be followed for ESE student internal and external suspension

B. Provisions and specified room for students on time-out

C. Monthly topics for mainstream teachers' inservice instruction

Month 2:

A. Eligibility and placement into an Emotionally Handicapped Cluster class

B. County and area guidelines and procedures to be followed for ESE student suspension from school bus

C. Monthly topics for mainstream teachers' inservice instruction

Month 3:

A. Results of the Achenbach Behavior Checklist, including computerized scoring and accompanying graphs

B. Tabulated and reviewed number of student contact hours in Exceptional Education

C. Monthly topics for mainstream teachers' inservice instruction

Month 4:

A. A behavior management contract for a specific student having difficulty on the bus

B. Conferences with specific mainstream teachers and parents regarding specific students

C. Monthly topics for mainstream teachers' inservice instruction

Month 5:

A. Meeting regarding program available at the local SED Center (Severely Emotionally Disturbed)

B. County memo: "Mainstreaming With Assistance"; a decision to be made by IEP Committee

C. Monthly topics for mainstream teachers' inservice instruction

CONFERENCE DOCUMENTATION FORM: PRINCIPAL (CONT.)

TOPICS DISCUSSED:

| |
|---|
| Month 6: |
| A. Learning Strategies Techniques to be discussed at faculty meeting |
| B. Conflict Management Workshops and materials to be disseminated to faculty |
| C. Monthly topics for mainstream teachers' inservice instruction |
| Month 7: |
| A. Conferences held with specific mainstream teachers and parents regarding specific students |
| B. National Crisis Prevention Institute and having teachers attend to become certified |
| C. Monthly topics for mainstream teachers' inservice instruction |
| Month 8: |
| A. Bureau of Education for Exceptional Students (BEES) audit for the 1988-1989 school year |
| B. Finalized schedule for administering the Woodcock-Johnson Psycho-Educational Battery to specific ESE students |
| C. Results of Mainstream Teacher Survey: (1) Individual Educational Plan, and (2) Procedures and Guidelines |
| Month 9: |
| A. Iowa Test of Basic Skills (ITBS): Restrictions and modifications to be made for specific ESE students |
| B. Results of: (1) Classroom Teacher Observation Survey, (2) Exceptional Education Teacher Survey, and (3) EH Student Attitude Survey |
| Month 10: |
| A. Updated information regarding the completion of 5th grade ESE articulation to middle school |
| B. Finalized the most appropriate mainstream classroom teacher placements of specific students for the 1988-1989 school year |

APPENDIX M

CONFERENCE DOCUMENTATION FORM: GUIDANCE COUNSELOR

## APPENDIX M

## CONFERENCE DOCUMENTATION FORM: GUIDANCE COUNSELOR

Month 1:

A. Reviewed Exceptional Student Education Folders

B. Verified that the Important Date Chart (initial placement, evaluation and psychological testing, annual review, placement approval) correlated with folders

C. Listed upcoming annual reviews, staffings, and conferences for the month

D. Wrote and sent out Parent Participation Conferences for specific ESE students

E. Reviewed monthly topics for mainstream teachers' inservice instruction

Month 2:

A. Wrote up and mailed home interim reports for specific children

B. Listed upcoming annual reviews, staffings, and conferences for the month

C. Wrote and sent out Parent Participation Conferences for specific ESE students

D. Discussed procedures and schedule for administering the Achenbach Child Behavior Checklist to specific students in addition to plans for computer scoring

E. Reviewed and filed anecdotal records in students' confidential folders

F. Reviewed monthly topics for mainstream teachers' inservice instruction

Month 3:

A. Listed upcoming annual reviews, staffings, and conferences for the month

B. Wrote and sent out Parent Participation Conferences for specific ESE students

C. Discussed results of Students' Achenbach Behavior Checklists and filed forms in students' confidential folders

D. Reviewed monthly topics for mainstream teachers' inservice instruction

CONFERENCE DOCUMENTATION FORM: GUIDANCE COUNSELOR (CONT.)

Month 4:

A. Discussed memo re: "Request for Psychiatric" if children are not achieving objectives and goals when all interventions have been carried through.

B. Listed upcoming annual reviews, staffings, and conferences for the month

C. Wrote and sent out Parent Participation Conferences for specific ESE students

D. Discussed the Parent Education Network (PEN) which is a federally funded project to provide information and training to parents of handicapped children

E. Reviewed and filed anecdotal records in student confidential folders

F. Reviewed report card grades, academic effort, and behavior of specific children

G. Discussed monthly topics for mainstream teachers' inservice instruction

Month 5:

A. Discussed county memo: "Mainstreaming with Assistance" which is a decision made by the IEP Committee

B. Mailed home interim reports for specific children

C. Listed upcoming annual reviews, staffings, and conferences for the month

D. Wrote and sent out Parent Participation Conferences for specifi ESE students

E. Discussed monthly topics for mainstream teachers' inservice instruction

CONFERENCE DOCUMENTATION FORM: GUIDANCE COUNSELOR (CONT.)

Month 6:

A. Discussed compliance issues regarding specific information for all ESE students' folders

B. Listed upcoming annual reviews, staffings, and conferences for the month

C. Wrote and sent out Parent Participation Conferences for specific ESE students

D. Reviewed report card grades, academic effort, and behavior of specific children

E. Reviewed and filed anecdotal records in student confidential folders

F. Discussed monthly topics for mainstream teachers' inservice instruction

Month 7:

A. Discussed memo and forms re: The Department of Exceptional Student Education's revision of Eligibility, Placement, and IEP forms

B. Listed upcoming annual reviews, staffings, and conferences for the month

C. Wrote and sent out Parent Participation Conferences for specific ESE students

D. Mailed home interim reports for specific children

E. Discussed monthly topics for mainstream teachers' inservice instruction

CONFERENCE DOCUMENTATION FORM: GUIDANCE COUNSELOR (CONT.)

Month 8:

A. Discussed the Bureau of Education for Exceptional Students (BEES) audit for the 1988-1989 school year

B. Formulated schedule for administering the Woodcock-Johnson Psycho-Educational Battery to specific ESE students

C. Listed upcoming annual reviews, staffings, and conferences for the month

D. Wrote and sent out Parent Participation Conferences for specific ESE students

E. Reviewed report card grades, academic effort, and behavior of specific students

F. Reviewed and filed anecdotal records in student confidential folders

G. Discussed results of Mainstream Teacher Surveys: (1) Individual Education Plan and (2) Procedures and Guidelines

Month 9:

A. Discussed the Iowa Test of Basic Skills (ITBS): Restrictions and modifications made for specifid ESE students

B. Discussed notification and subsequent application for summer school for ESE students

C. Discussed articulation procedures and current 5th grade ESE students going to middle school

D. Listed upcoming annual reviews, staffings, and conferences for the month

E. Mailed home interim reports for specific children

F. Wrote and sent out Parent Participation Conferences for specific ESE students

G. Discussed the following surveys: (1) Classroom Teacher Observation Survey, (2) Exceptional Education Teacher Survey, and (3) EH Student Attitude Survey

CONFERENCE DOCUMENTATION FORM: GUIDANCE COUNSELOR (CONT.)

Month 10:

A. Listed upcoming annual reviews, staffings, and conferences for the month

B. Wrote and sent out Parent Participation Conferences for specific ESE students

C. Conference held with middle school ESE Specialist, Exceptional Education Teachers, mainstream teachers, and Guidance Counselor to determine appropriate classes for current 5th grade ESE students in the fall

D. Reviewed confidential folders with Area Program Monitor and Guidance Counselor for accuracy and completeness

E. Discussed the most appropriate mainstream classroom teacher placement of specific students for the 1988-1989 school year

APPENDIX N

CLASSROOM TEACHER PROBLEM-OBSERVATION FORM

APPENDIX N

CLASSROOM TEACHER PROBLEM-OBSERVATION FORM

Date: _____

Teacher: _____

Problem: _____

_____

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_____

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Recommendations: _____

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# APPENDIX O

## WELCOME TO THE MAINSTREAM

## Preface

The primary audience for which this reference is intended is the regular classroom teachers. It represents an effort to aid classroom teachers to more fully understand the identification process, the evaluation process, and the subsequent alternative strategies employed in an attempt to create an effective educational environment for the emotionally handicapped youngster.

The main function of the reference is to allow the regular classroom teacher, who works in cooperation with the Exceptional Education Specialist, to have a brief, yet concise, description of the special needs, characteristics, and educational policies indicative of children with handicapping conditions associated with social and emotional development.

Information regarding the following topics was obtained from:

Special Programs and Procedures for Exceptional Students (1985-1987). Exceptional Student Education: The School Board of Broward County, Florida.

Handbook: Exceptional Student Education (1983-1987). The School Board of Broward County, Florida.

Philosophy and Legal Basis for Education Exceptional Students

Current Implications of Public Law 94-142

Eligibility for Emotionally Handicapped Program

The Referral Process

Screening Procedures

Procedures for Student Evaluation

Approval of Placement

The Rights of the Parents

Individual Educational Plan

Record Keeping and Reporting

# WELCOME TO THE MAINSTREAM

How will you, the regular classroom teacher, be more fully prepared to assist the child who has an emotional handicap? The first step is to be able to recognize and have a basic understanding of the behaviors exhibited by this type of child. Only then, can you, the classroom teacher, be more knowledgeable to offer guidance and an educationally sound program for the youngster in need.

Consider for a moment, that there is a direct correlation between the quality of the student's interpersonal relationships and his achievement. How the student feels about oneself, one's peers and one's present environment is a basic consideration to his/her willingness to learn. Kauffman (1981) states that most disturbed children are also underachievers at school. A disturbed child does not usually achieve at his expectancy level. Seldom, is such a child academically advanced.

Now it is up to you, the regular classroom teacher, to aim to help the child to try to overcome his/her difficulties. This will be easier, if you have a better understanding of what is involved in educating the emotionally handicapped child.

The terms emotionally disturbed, emotionally handicapped,

and emotional/behavior disturbance are used interchangeably by various professionals to signify a child's internal state, as well as overt behavior in the classroom (Swanson and Reinert, 1986).

## DEFINITION

There seems to be no universally accepted definition of emotionally disturbed children. Hallahan and Kauffman (1982, p. 144) state there are many factors which contribute to the lack of consensus regarding a definition. The factors they list are:

1. Lack of an adequate definition of mental health
2. Differences among conceptual models of emotional disturbance
3. Difficulties in measuring emotions and behaviors
4. Variation in both normal and disturbed children's emotions and behavior
5. Relationships between emotional disturbance and other handicapping conditions
6. Differences in the functions of socialization agents who categorize and serve children
7. Differences in social and cultural expectations regarding behavior

Thus, definitions of disturbed children vary because a definition must serve the purposes of those who have a reason to identify and label children.

Although definitions and terminology vary from one to another, there are several common features of current definitions. Hallahan and Kauffman (1982) enumerate them as:

1. Behavior that goes to an extreme
2. A problem that is chronic
3. Behavior that is unacceptable due to social or cultural expectations

The definition utilized by this county follows the federal rules and regulations governing the implementation of PL 94-142. This county defines an Emotionally Handicapped Student as one who, after receiving supportive educational assistance and counseling services available to all students, still exhibits persistent and consistent, severe behavioral disabilities which consequently disrupt the student's own learning process. This is the student whose inability to achieve academic progress or satisfactory interpersonal relationships cannot be attributed primarily to physical, sensory, or intellectual deficits.

## CAUSES OF EMOTIONAL DISTURBANCE

Educators, other professionals, and parents ponder the causes of emotional disturbance. Hallahan and Kauffman

(1982) attribute three major factors:

1. Biological disorders and diseases
2. Pathological family relationships
3. Undesirable experiences at school

Although there is no conclusive evidence that any one of these factors is directly responsible, it is apparent that some may give a child a predisposition to exhibit disturbed behavior, whereas others may precipitate disturbed behavior.

The concept of contributing factors must also be considered. Several factors usually contribute to the development of an emotional problem. Yet, to specifically pinpoint the cause, in most cases, cannot be determined.

However, the ecological perspective takes a different viewpoint. The ecological perspective addresses the occurence as a result of the social interactions and transactions between the child and the social environment as being inappropriate.

It is of dire importance that children who exhibit inappropriate behaviors be identified and assisted. Early identification and early intervention are essential in preventing further problems. If the children are not guided appropriately, their inappropriate behavior will tend to elicit negative responses from their peers and teachers. These negative reactions may increase the incidence of the undesirable behavior.

## BEHAVIOR PATTERNS OF THE EMOTIONALLY HANDICAPPED

What behaviors are most commonly exhibited by emotionally handicapped children in the classroom? Being aware of behaviors common to children who are emotionally handicapped will help the classroom teacher to understand and, in turn, plan and offer appropriate affective/behavior objectives for these children in the mainstream.

Broad categories of behaviors exhibited in the emotionally handicapped and their definitions as described by Hallahan and Kauffman (1982), Knoblock (1983), and Swanson and Reinert (1986) are as follows:

1. Aggressive behavior implies an overt expression of suppressed hositility.
2. Anxious behavior implies a state of apprehension as evidenced by excessive nervousness, uneasiness, or tension.
3. A relationship implies the expressions of self and how that expression effects interactions with others.
4. Passive/Withdrawn behavior implies unresponsiveness to certain environments as evidenced by inactivity, submission, or conscious isolation from surroundings at the time.

5. Immature or inadequate behavior implies performance below expectations based on a norm in accordance with developmental age.
6. Social conformity implies the ability to control personal and social behavior in an ethically approved manner.
7. Work habits implies those methods used to perform acceptable instructional requirements.
8. Other -situational behaviors implies the ability to be aware of oneself in various situations.

## VARIOUS APPROACHES UTILIZED IN EDUCATING THE EMOTIONALLY HANDICAPPED CHILD

There are many different views and approaches regarding the education of disturbed children. Reactions to the various alternative interventions are diversified among professionals in the field.

A good guideline for determining the "best" approach is to match the most appropriate intervention with the type of problem the child is exhibiting (Swanson, 1986).

The various approaches and their related characteristics of teaching methods are outlined by Kauffman (1980, 1981), Rhodes and Paul (1978), Ross (1980), Fagen (1979), and

Swanson and Reinert (1986). They are as follows:

1. Psychoanalytic Approach

   There is a reliance on individual psychotherapy for child and parents, little emphasis on academic achievement, and a highly permissive atmosphere.

2. Psychoeducational Approach

   The emphasis is on meeting individual needs of the child. There is great reliance on projects and creative arts.

3. Humanistic Approach

   This uses nontraditional educational settings in which the teacher serves as a resource and catalyst rather than as director of activities; non-authoritarian, open, personal atmosphere.

4. Ecological Approach

   Involves all aspects of a child's life including classroom, family, and community in teaching the child useful life and educational skills.

5. Behavioral Approach

   Involves measurement of responses and subsequent analyses of behaviors in order to change them; emphasis on reward for appropriate behavior.

# PHILOSOPHY AND LEGAL BASIS FOR EDUCATING EXCEPTIONAL STUDENTS

I. What Is Provided?

- A. Free and appropriate, individualized education program
  - 1. Including any necessary support and related services
  - 2. All services offered to all other students
    - a. Includes, but not limited to, art, music, physical education, compensatory education, and vocational education
  - 3. In accordance with all federal, state, and local mandates
    - a. Adherence to mandated procedures established in PL 94-142
- B. A continuum of placement alternatives to ensure the least restrictive, appropriate educational environment
- C. Student/family rights to due process
- D. Opportunity for active participation of parents in the educational process of their exceptional student

# CURRENT IMPLICATIONS OF PUBLIC LAW 94-142

I. The Child's Right to Education
   A. A free, appropriate public education must be designed to meet child's unique needs
      1. Rights of children's parents or guardians are protected
   B. Supportive services are included
      1. Speech pathology, audiology, physical and occupational therapy, recreation, and counseling services
      2. Medical services
         a. Limited to diagnostic and evaluation

II. To Receive Federal Support
   A. States must provide free public education for all handicapped children ages 3 - 21

III. Protecting the Individual Child
   A. Individual Educational Program must be developed for each handicapped child
      1. Items to be included
         a. Child's present level of educational performance
         b. Annual goals
         c. Short-term objectives

d. Specific educational services to be provided

e. Projected dates of services

f. Criteria for evaluation

g. Schedules involved in meeting instructional objectives

IV. Assessment of Effectiveness

A. Authorizes an evaluation by the state educational administration on IEPs in accordance with criteria established with the U. S. Commissioner of Education

B. State educational agency assures that procedural safeguards are adhered to in child placement

C. Parents may examine all relevant records that pertain to child's identification, evaluation, and placement and to an independent evaluation of the child

D. State assures non-discriminatory testing practices are in force

E. Culturally biased tests not considered valid

F. Confidentiality of records must be maintained

# MAINSTREAMING

Kauffman, Gottlieb, Agard & Kucic (1979) have defined mainstreaming as:

> the temporal, instructional, and social intergration of eligible exceptional children with normal peers based on an ongoing, individually determined, educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional, and supportive personnel. (p. 4)

I. What are the Three Components of Mainstreaming?

- A. Integration
  - 1. Temporal
    - a. Placement in regular class for a period of time
  - 2. Social
    - a. Participates in activities with normal peers
  - 3. Instructional
    - a. Participates in activities that are not too difficult
- B. Educational Planning and Programming
  - 1. Consider unique needs of the child
  - 2. Cooperative peer atmosphere fosters better attitudes towards one another
- C. Clarification of Responsibilities
  - 1. Delineate roles and responsibilities

a. Regular classroom teacher

b. Resource room teacher

c. Guidance counselor

d. Administration

II. What Problems Exist in Implementing Mainstreaming?

A. Regular classroom teachers not anxious to be involved

1. Not prepared to deal with handicapped student's special needs

a. Need preservice and inservice training

2. Classroom teachers' attitudes are negative

3. Classroom teachers are not supportive

4. Poor communication between both teachers

III. What is Needed for Successful Mainstreaming?

A. Regular classroom teacher needs to be involved in the decision-making process

B. Emotionally Handicapped student needs to be adequately prepared for the experience

C. Classroom environment must be commensurate with student's developmental level

1. Student can participate adequately

D. Both the regular and special education teachers need to provide academic and emotional support to the mainstreamed student

E. Non-handicapped students need to be adequately prepared

F. Attitude and philosophy of school personnel must be supportive of mainstreaming

ELIGIBLITY FOR EMOTIONALLY HANDICAPPED PROGRAM

I. Who Is Eligible for the Program?

A. A student with documented evidence of these criteria

1. After receiving educational assistance and counseling, student still displays an emotional handicap

a. Intervention plan

(1) Behavior management plan

(2) Change in student's class schedule

(3) Change in student's teacher

(4) Alternative Education Class

(5) Community agency

(6) Counseling at a Health and Rehabilitative Services Agency

(7) Private counseling

B. A student who meets criteria as evidenced by a psychological evaluation which may include

1. Wechsler Intelligence(s)

2. Stanford-Binet Intelligence Scale

3. Other individually administered standardized instrument

4. Children's Apperception Test or Thematic Apperception Test

5. Incomplete Sentences - Rotter
6. Projective Figure Drawings
7. Bender-Gestalt
8. Other personality assessments deemed necessary
9. Woodcock - Johnson Psycho-Educational Battery
10. Key Math Diagnostic Test
11. Stanford Achievement Test
12. Other academic achievement test deemed necessary

C. Behavior disrupts student's own progress
   1. Academic
   2. Social-personal development
   3. Language development
   4. Behavioral and control

D. Emotional problems of the student cannot be attributed primarily to
   1. Physical
   2. Sensory
   3. Intellectual deficits

# STUDENT DALLY COMPLETION SHEET
(Original Reduced)

NAME: WEEK OF:

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ | READING<br>YES _____<br>NO _____ |
| SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ | SPELLING<br>YES _____<br>NO _____ |
| LANGUAGE ARTS/<br>HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/<br>HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/<br>HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/<br>HANDWRITING<br>YES _____<br>NO _____ | LANGUAGE ARTS/<br>HANDWRITING<br>YES _____<br>NO _____ |
| MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ | MATH<br>YES _____<br>NO _____ |
| SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ | SCIENCE / SOCIAL ST.<br>YES _____ / _____<br>NO _____ / _____ |
| COMMENTS | COMMENTS | COMMENTS | COMMENTS | COMMENTS |
| | | | | |
| PARENT SIGNATURE: | PARENT SIGNATURE: | PARENT SIGNATURE: | PARENT SIGNATURE: | PARENT SIGNATURE: |

APPENDIX P

FROM REFERRAL TO I.E.P.

# THE REFERRAL PROCESS

I. What is a Referral?

A. Written request for formal evaluation of a student who is having adjustment, behavioral, or academic difficulty and is suspected of needing a special program.

1. Provides psychologist with description of

a. How student's problem is manifested

b. Interventions attempted

(1) Minimum of two

II When Should a Student Be Referred?

A. After school personnel have investigated the behavior and academic performance

B. After school personnel can formulate a clear picture of the presenting problems as delineated in pre-referral activities

C. If either of the following conditions exist

1. Some or all of the student's school work is significantly below the level one would expect based upon measures of ability

2. Student's prevailing pattern of behavior is so atypical as to prevent effective social interaction

III. What are the Pre-referral Activities of the School-Based Screening Committee?

A. Members of the school-based screening committee meet to discuss the child

1. Principal or Designee
2. Guidance Counselor
3. Classroom Teacher
4. Referring teacher or other personnel, if different from classroom teacher
5. Psychologist
6. Exceptional Education Teacher
7. Primary or Intermediate Specialist

B. Define the purposes of the screening committee

1. Identify the student with learning and/or behavior problem
2. Attempt to identify the problem
3. Suggest and formulate interventions
4. Review progress or lack of progress

C. Review evidence pertaining to the child

1. Conferences
   a. Concerning the student's specific problem
2. Attendance records
3. Cumulative record
4. Medical, social, and psychological data

5. Samples of classwork and grades
6. Documented anecdotal records/behavioral observations
    a. Made by more than one person and in more than one situation

D. Establish an intervention plan
1. Time line and schedule of conferences
    a. Record results
2. Behavior-management plan
3. Tutoring
4. Change student's class schedule
5. Change student's teacher
6. Alternative Education Class
7. Interventions provided by
    a. Community agency
    b. Health & Rehabilitative Services Agency

E. Make Decisions
1. Refer for screening
2. Implement intervention plan and set a date to discuss results of interventions
3. Do not refer for screening at this time
    a. Wait for results of intervention plan
4. Maintain current placement

## SCREENING PROCEDURES

The definition of Screening, as defined by Rule 6A-6.3411 (2) (b), FAC, is that process by which a rapid assessment is made to identify candidates for formal evaluation.

I What Screening Activities Must Be Completed?

- A. Permission forms for screening are signed by parents
- B. Additional screening required
  - 1. Speech
  - 2. Vision
  - 3. Hearing
  - 4. Psychoeducational
    - a. Academics
    - b. Intelligence
    - c. Behavior rating forms
- C. Discuss results with entire committee
  - 1. Refer for evaluation (psychologist fills out consent for evaluation form) or
  - 2. Do not refer at this time
- D. Conference to discuss results of screening
- E. Obtain parent's consent for evaluation
- F. Complete referral form with required appropriate documentation

II What May Supplemental Referral Data Include?

A. Documentation of parent conferences

B. Written record of two behavioral observations

1. Classroom teacher
2. Activity teachers (art, music, P.E.)
3. Exceptional education teacher
4. Guidance counselor
5. Primary or intermediate specialist
6. Psychologist

C. Anecdotal records

1. Classroom teacher
2. Activity teachers

D. Medical or health records

1. Additional records
2. Psychological

E. Attendance records

F. Documentation of intervention attempts

1. Include name and title of person writing the documentaion, the date, and the result of the attempts

## PROCEDURES FOR STUDENT EVALUATION

The definition of student evaluation as defined by Rule 6A-6.3411 (2) (e), FAC, is the systematic examination of the medical, physical, psychological, social, or educational characteristics of the student by evaluation specialists.

I Who is evaluation specialist for the emotionally handicapped program?

- A. School psychologist

II Written psychological report and supportive data will show evidence of the following

- A. Intellectual ability
  - 1. Wechsler Intelligence Scale(s)
  - 2. Stanford-Binet Intelligence Scale
  - 3. Other individually administered standardized instrument
- B. Personality & attitude assessment evaluated by
  - 1. Completed documentation of screening procedures
  - 2. Interview data from student, parent(s), school personnel, or appropriate agency personnel
  - 3. Personality assessment
    - a. Children's Apperception Test or

APPENDIX D

E. H. STUDENT ATTITUDE SURVEY

Select one answer for each question below. Check the box that is your choice.

| | YES | NO |
|---|---|---|
| 1. Does the teacher in the regular classroom compliment you when you have done your work well? | | |
| 2. Do you get enough help from the teacher in your regular classroom? | | |
| 3. Do you sit near the other children in the regular classroom? | | |
| 4. Do you have a lot of friends in the regular classroom? | | |
| 5. Do you think other children understand you? | | |
| 6. Do you think you are doing your best? | | |
| 7. Do you ever play with any of your classmates after school? | | |
| 8. Do you usually finish all your classwork in school? | | |
| 9. Do the other children understand why you go to a special class? | | |
| 10. Does the teacher ever talk to you privately if you are having a problem? | | |

Name: _____ Date: _____

Thematic Apperception Test

b. Incomplete Sentences - Rotter

c. Projective Figure Drawings

d. Bender-Gestalt

e. Other projective instrument

f. Other interview data

C. Academic achievement level

1. Woodcock-Johnson Psycho-Educational Battery

2. Key Math Diagnostic Test

3. Stanford Achievement Test

4. Other individually administered standardized achievement test

D. Psychological processes

1. Individually administered standardized test(s) deemed necessary by examiner

E. Physical examination

1. Conducted by licensed medical examiner for all students where physical problems are suspected as precipitating the behavior problems

F. Neurological examination

1. Conducted by a licensed medical examiner as deemed necessary

G. Psychiatric evaluation

1. Conducted by a licensed medical examiner as

deemed necessary

III What Transpires After Evaluation is Completed?

A. Psychologist writes/dictates report which is transcribed

B. Evaluation team report

1. Psychologist/evaluation specialist
2. Exceptional education teacher
3. Regular classroom teacher
4. Speech/language teacher, if necessary

C. Invitation to parent for eligibility staffing

1. Parent participation form

IV Eligibility, IEP, and Placement Staffing is Held

A. In attendance at staffing

1. Principal or designee
2. Psychologist or evaluation specialist
3. Exceptional education teacher
4. Regular classroom teacher
5. Parent(s)
6. Primary or intermediate specialist
7. Guidance counselor
8. Others, if necessary

B. Psychologist reports on evaluation

1. Results discussed

2. Recommendations given
    a. Resource classroom
    b. Self-contained classroom
    c. Regular classroom
        (1) Does not qualify
        (2) No placement, at this time
        (3) Set conference date to discuss progress or lack of progress

C. Individual Education Plan (IEP) is formulated
    1. Annual goals
    2. Short-term objectives
    3. Criteria for mastery of objectives
    4. Dates for mastery of objectives

D. Comment sheet
    1. Medication
    2. Behavioral interventions
        a. Specific disruptive behaviors
    3. Suspension procedures
        a. School
        b. Bus
    4. Special testing provisions

## APPROVAL OF PLACEMENT

I Who Serves as Designee of the Director of Exceptional Student Education?

A. Area coordinator of exceptional student education

II What is Contained in the Student's Folder that is Sent to the Area Coordinator?

A. Eligibility and Program Placement Form

B. Individualized Educational Plan

C. Appropriate referral form

D. Copies of all relevant evaluation reports

E. Copies of all screening and referral data

F. Parent Participation Forms

III What Steps Does the Area Coordinator Take?

A. Reviews the student's folder

1. Approves or disapproves the decision

2. Completes the Eligibility and Program Placement Form regarding decision

IV When Can a Student Attend the Program?

A. Following area coordinator's decision

B. Parent must be first notified in writing of the decision

C. Student may attend class after A and B are completed

# THE RIGHTS OF THE PARENTS

I Steps to Ensure the Rights of the Parents

A. Parental notice

1. Written notice given to parent of any proposal or refusal to implement testing or change of a student's program
2. Full explanation of all the procedural safeguards available to parents
3. Description of the action proposed or refused and the reasons why
4. Descriptions of each evaluation procedure
   a. Tests
   b. Records
   c. Reports
5. Description of any other factors pertinent to the proposal or refusal

B. Parental consent

1. Obtained prior to screening
2. Obtained prior to formal evaluation
3. Obtained prior to assignment of the student into the special program
4. Document attempts to secure consent prior to formal evaluation and/or assignment

a. If consent is not obtained, district personnel may request a hearing
Rule 6A-6.3311(5), FAC

C. Parental communication

1. Parents not proficient in English

a. Interpreter employed in the parent's language

D. Independent evaluation

1. Parent has the right to obtain an independent evaluation if they disagree with evaluation

a. Conducted by qualified specialist

b. At public expense

2. Parent has the right to obtain another independent evaluation if not in agreement with one described in D-1

a. Conducted by qualified specialist

b. At parent's expense, not public expense

E. Procedure for ensuring procedural safeguards

1. Steps taken to ensure that

a. One (1) or both parents be present or given opportunity to participate

b. Parents given ample notification

c. Staffing scheduled at a mutually agreeable time and place

d. Parents understand the proceedings

(1) Interpreters

(2) Braille, etc.

2. Written notice includes

a. Full explanation of all procedural safeguards available to parents

b. Description of action proposed or refused and why

c. Description of any options considered or rejected and reasons

d. Description of each evaluation procedure, test, record, report used

e. Description of any other factors which are relevant to proposal or refusal

F. The language of written notice

1. Understandable to the general public

2. Provided in primary language of parent

a. Documentation given when notice has been given orally or by other means

b. Documentation that parents understand consent of written and/or oral, etc. notice

G. Staffing without parents in attendance

1. If after two (2) requests, parent cannot attend

a. Provide documentation

b. Provide parent with copy of the IEP developed at staffing

c. Obtain parental consent prior to placement within emotionally handicapped program

II Additional Rights of Parents

A. Be sure to understand what IEP proposes

1. Objectives and goals stated
2. Criteria for mastery
3. Specific educational services
4. Duration of IEP
5. Date of next review
6. Time-line set to meet objectives

B. Be directly involved

1. Ask for clarifications, if necessary
2. Offer information and suggestions that pertain to child
3. Support the program actively

# INDIVIDUAL EDUCATIONAL PLAN

An Individualized Educational Program addresses the needs of a single child. The IEP pertains to those parts of the child's education that are specifically special education and related services. An IEP is a statement of what will actually be provided to the child (Education For All Handicapped Children Act of 1975).

I What are Some Important Facts About the IEP?

- A. Written prior to special education placement
- B. IEP is a working document
  - 1. Copies given to
    - a. Parent
    - b. Exceptional education teacher
    - c. Confidential guidance folder
- C. IEP is a process
- D. Formulated by a committee working together
  - 1. Regular classroom teacher
  - 2. Exceptional education teacher
  - 3. Guidance counselor
  - 4. Primary or intermediate specialist
  - 5. Parent(s) or guardian
  - 6. Other teachers, if necessary
- E. Reviewed annually

II What is Included in Part I of the IEP?

A. Identifying information

1. Student's full name
2. Date IEP is developed
3. Date of birth
4. Name of current school
5. Student's present grade level
6. Student's program eligibility

B. Areas special education will be provided

1. Behavior/social and emotional
2. Self help/daily living skills
3. Pre-academics
4. Academics
5. Pre-vocational/vocational
6. Physical education
7. Cognitive
8. Perceptual motor
9. Communication disorders
10. Other

C. Exceptional education placement

1. Record each exceptional program for which the student is eligible

a. Anticipated beginning attendance date

b. Anticipated duration date, not to extend beyond one year

c. Hours per week in exceptional program

D. Number of hours per week participating in basic and/or vocational education

1. Hours in mainstream: regular class with support aides, services/special equipment
2. Hours in regular education, including Educational Alternative, etc.
3. Hours in pre-vocational education
4. Hours in basic and vocational education

E. Related services provided

1. Related services student will receive
   a. Peer counseling program
   b. Other
2. Record initiation and duration dates, and number of hours per week

F. Comments

1. Record any relevant educational decisions
2. Record minimum basic skills mastery level level and required percentages of mastery

G. In attendance at IEP meeting

1. Signatures placed by appropriate title listed

H. Interim review

1. Extra review held during the year
2. Addresses specific aspect of IEP
3. Does not replace annual review

I. Assurance

1. Principal's/Designee's signature indicates objectives of previous year have been reviewed

III What is Included in Part II of the IEP?

A. Record necessary information regarding child

1. Student's name
2. Date IEP is being developed
3. Area special education will be provided
4. Subject area/s which correspond to goals
5. Present level of performance
6. Annual goals
7. Instructor's responsibility for implementing plan
8. Short-term instructional objectives
9. Criteria for mastery
10. Evaluation of short term instructional objectives
11. Results/date of the evaluation
12. Unique methods, strategies, and materials used for implementation of objectives
13. Comments: any additional information about child and what is successful

# APPENDIX Q

## RECORD KEEPING AND TEAM RESPONSIBILITIES

## RECORD-KEEPING AND REPORTING

I Why are Accurate Records Necessary?

- A. Substantiate evidence of child's progress
- B. Substantiate evidence of child's lack of progress
- C. Substantiate that the time-line of the IEP is being followed

II Which Records Substantiate Pertinent Information and Data Regarding the Child?

- A. Individual educational plan
  - 1. Date of annual review
  - 2. Date of annual goals
    - a. Specific goals
  - 3. Dates of mastery of short-term objectives
    - a. Specific short-term objectives
  - 4. Date of interim review
    - a. Topic discussed
    - b. Outcome of review
- B. Anecdotal records
  - 1. Date and time
  - 2. Concise description of incident/behavior
  - 3. Signature of observer
- C. Behavioral observation
  - 1. Date and time of observation
  - 2. Signature of observer

D. Grades

E. Work samples

F. Attendance record

III Which Records Should be Made in Triplicate?

A. All records with signature of parent

B. All records by members of the staffing committee

C. Appropriate referral forms

D. All screening and referral data

E. All relevant evaluation reports

F. Parent participation form

G. Eligibility and program placment form

H. Individualized educational plan

I. Interim reviews

J. Report cards and official progress reports

K. Conferences

L. Any additional pertinent contact with parent(s)

IV Who Receives Copies of These Records?

A. Parent

B. Guidance counselor for the student's exceptional education folder

C. Area director for exceptional student education

# WORKING WITH ONE ANOTHER
# TOTAL TEAM INVOLVEMENT

I All Persons Involved Work Toward Goals

- A. Everyone cooperates to gain results
  1. Regular classroom teacher
  2. Exceptional education teacher
  3. Parent(s)
  4. Child
  5. Guidance counselor
  6. Administration
  7. Other teachers
  8. Support services

II Regular Classroom Teacher's Responsibilities

- A. Keep in contact with Parent(s)
  1. Conference on a regular basis
  2. Inform parent as to progress or lack of it
  3. Sign behavior management sheet daily, and include comments if necessary
  4. Send behavior management sheet home daily
  5. Check to see that parent and resource room teacher have signed sheet daily
- B. Conference with resource teacher
  1. Share information about child
  2. Ask for help when needed
  3. Coordinate educational/behavioral program

C. Keep accurate records

1. Follow IEP guidelines

a. Record progress with resource teacher

2. Keep anecdotal records

a. Attitude and related situations

b. On task behavior

c. Self-confidence

d. Self-motivation

e. Good manners

3. Keep work samples

D. Be openminded

1. Be willing to accept new ideas and challenges

III Exceptional Education Teacher's Responsibilities

A. Keep in contact with parent(s)

1. Conference on a regular basis

2. Call parent if something important occurs

3. Keep parent informed as to progress or lack of it

4. Send home behavior management sheet daily

5. Sign behavior management sheet daily and write comments if necessary

6. Check to see that parent and regular classroom teacher have signed this daily

7. Coordinate behavioral management with home and classroom teacher

8. Be consistent

B. Close contact with regular classroom teacher

1. Conference frequently

2. Share new ideas with teacher

3. Offer any help needed

4. Share pertinent information pertaining to child

5. Coordinate behavioral and academic programs

C. Keep accurate records

1. Follow guidelines established in the IEP

a. Record progress

2. Keep anecdotal records

a. Attitude and related activities

b. On task behavior

c. Self-confidence

d. Self-motivation

e. Good manners

3. Keep classroom observations

4. Keep work samples

IV Parent's Responsibilities

A. Keep in contact with teachers

1. Exceptional education teacher

2. Regular classroom teacher

3. Other participating teachers

4. Follow through on set arrangements

5. Sign homework daily
6. Sign daily behavior management sheet and add comments if necessary
7. Coordinate home and school behavior management program
8. Show active and positive interest in child
9. Contact teacher immediately if there is something the teacher should know

V Child's Responsibilities

A. Attempt to follow rules

1. Classroom rules
2. Home rules
3. Bus rules
4. General school rules

B. Show a sense of responsibility to oneself

1. Display good manners
2. Attempt to complete classwork
3. Complete homework
4. Have teachers sign daily completion sheet
5. Have parent sign daily completion sheet

# APPENDIX R

## BEHAVIOR MANAGEMENT SUGGESTIONS I

## BEHAVIOR MANAGEMENT SUGGESTIONS

It is the goal of the mainstream program for the emotionally handicapped child to utilize successful behavioral strategies to improve the child's social/emotional health. Hopefully, the child will then improve the skills necessary to maintain satisfactory interpersonal relationships, and improve the basic academic skills. The child will develop appropriate social/behavior skills by developing an understanding of oneself and of others.

In order to deal more effectively with children who are emotionally handicapped and in the mainstream, it is imperative that the regular classroom teacher be prepared and openminded. Much of the literature points out that adherence to these guidelines proves effective:

1. Work in close contact with the Resource Room teacher.
2. Maintain open lines of communication with the parent(s)/guardian.
3. Be consistent. Establish appropriate consequences for behavior.
4. Maintain a highly structured system of classroom management which stresses positive reinforcement of appropriate behavior.
5. Have realistic expectations regarding the child's behavior and academic performance. Charles (1979) states that mainstreaming success can be maximized if the exceptional child's progress and problems are viewed individually, rather than in comparison with other students.

6. Try to be understanding. If negative influences are identified, attempt to change them (e.g. poor nourishment, peers who tease, abuse at home).

7. Try to make the classroom a place where the children treat each other with respect and take pride in their work.

It is common that a great deal of emphasis is placed on competition in the traditional regular classroom. It is advantageous to all concerned if there is a refocusing on cooperation. This requires a shift in orientation on the part of the mainstream teacher.

Johnson and Johnson (1984) compare competitive and individualistic learning situations whereby peers working cooperatively provide beneficial experiences for all involved. Working cooperatively with peers will create:

I. A Pattern of Promotive Interaction in which there is
   - A. More peer pressure toward appropriate classroom behavior
   - B. More direct face to face interaction among students
   - C. More actual and positive helping, tutoring, and overall facilitation of each other's learning
   - E. Less hostility expressed among peers, both verbally and physically

II. Perceptions and Feelings of
   - A. Higher trust in other students
   - B. More mutual concern and friendliness for other students

2. The child's initiation level.

   Many emotionally handicapped children are assertive. Others are reticent, and some are withdrawn. The activities and materials should coordinate with the child's tempo and style of initiating behaviors.

3. The child's frustration level.

   Frustration can discourage many children. It is the teacher's job to unveil ways to lengthen a child's tolerance for non-immediate gratification. The child should be encouraged to participate in more complex activities and to work independently.

4. The child's needs for limit setting and discipline.

   The activities and materials should be on a level with the child's ability to function within that context with reasonable support. As self-control is developed, more complex materials and activities can be introduced and incorporated.

5. The child's schedule.

   The teacher(s) should be aware of any eating, or toileting routines that are indicative of the particular child and consider them when scheduling activities.

6. The child's communication skills.

   Certain children are quite verbal, whereas others

refrain from speaking as much as possible. Activities and materials should take each child's communication skills into account. It may be possible to play certain games with gestures rather than spoken language.

7. The child's medical history.
It is essential that the teacher be aware of the child's medical history in order to time and guide the tempo of specific activities so that the emotionally handicapped child can have the opportunity to facilitate positive relationships with the regular classroom peers.

8. The child's moods and emotional states.
An informed and intuitive teacher can select activities and materials that are responsive to such moods. For example, if a child comes to school each Monday in a negative mood, perhaps the teacher can provide positive and supportive interactions that will calm the child.

## ACTIVITIES TO FOSTER PEER INTERACTION

The activities in the integrated classroom should have a specific purpose related to it in order to maximize the

learning opportunities for the emotionally handicapped child as well as the other children in the classroom.

Activities to promote interaction among the children are suggested by Knoblock (1983). Certain activities will foster cooperative participation, while other activities will foster parallel fashion, helper/helpee, or group interaction. Examples of such activities are as follows:

| Kind of Activity | Examples |
|---|---|
| Role Playing | Role reversals to increase understanding and to faciliate interaction |
| Contracts | Pairing children to do homework, classwork, and/or classroom duties |
| Tutoring | Estalish peer tutoring sessions |
| Class Meeting | Fostering cooperation on matters, i.e., social studies, committee reports |
| Parent-Teacher-Student Meeting | Review students' work; presentation of group projects for students and parents |
| Domestic Activities | Gardening, cooking, telephone answering techniques |
| News Media | Group organized and produced newspapers, TV reports, and programs |

| | |
|---|---|
| Group Art Projects | Pertaining to all of the arts |
| Game Playing | Introduction of team concepts; related to sports, literature, science, social studies, computer, etc. |
| Class Outings | Field trips, scavenger hunts, picnics |

With astute guidance, the mainstream teacher can combine skill and academic activities with opportunities for positive peer interaction. The play skills approach has been applauded in the literature. Peck (1978) reiterates that in addition to providing social opportunities, these experiences can be structured to teach concepts and skills while still being of interest to the other children in the class.

# APPENDIX S

## BEHAVIOR MANAGEMENT SUGGESTIONS II

## SUGGESTIONS FOR DEVELOPING PROSOCIAL SKILLS

How does the mainstream teacher deal with all of the different behaviors that are exhibited by the individual children in the classroom? For one thing, it is not an easy task! It is one that requires understanding, skill, and structure.

There are situations which may prevail daily that stem from the various personalities in the classroom. There is the withdrawn child who is a loner, the child who exhibits immature behavior, and the child who acts in an aggressive manner. Behaviors such as these may interfere with the child's attitude and interactive rapport in developing positive relationships with other children. Due to these occurrences, many teachers are realizing that it is imperative to teach children how to deal with conflicts or how to attempt to prevent conflicts by approaching them in socially accepted ways.

McGinnis and Goldstein (1984) emphasize that although handicapped youngsters are attending mainstream classes, this does not necessarily mean that there will be peer acceptance. However, there may be greater successful mainstreaming if prosocial skills are taught. These authors advocate teaching prosocial alternatives with planned and systematic applied psychoeducational techniques. It is a guiding strategy.

The definition of structured learning as stated by McGinnis and Goldstein (1984) "is a psychoeducational, behavioral approach for providing instruction in prosocial skills. It consists of (1) modeling, (2) role playing, (3) performance feedback, and (4) transfer of training" (p.9). The authors stress that it is important for the teachers to be aware that each skill taught is initially delineated into it's behavioral steps. Initially the students are exposed to examples of others (models) performing appropriately. Step 2 allows the students to role-play the skill steps previously observed. In Step 3, the students receive feedback from peers and teachers as to how they performed. Ultimately, additional procedures are introduced, and hopefully, in Step 4, transfer of training will occur. The authors state that "Transfer and maintenance of learned behaviors may be inhanced by (1) the teaching setting, materials, and personnel, (2) reinforcement systems, and (3) task instruction" (p. 20).

Skill-Streaming the Elementary School Child by McGinnis and Goldstein (1984) is a guide for teaching prosocial skills. The various topics included are:

1. Components of Structured Learning.

   A. Modeling
   B. Role Playing
   C. Performance Feedback
   D. Transfer of Training

2. Assessment for Selection and Groups.

   Techniques for selecting and grouping students accordingly for Structured Learning are discussed.

3. Beginning a Structured Learning Group.

   Steps or procedures that are mandatory to organize effective Structured Learning Groups are emphasized. Emphasis is placed on the fact that groups should consist of students who have similar deficiencies in specific skill areas.

4. Conducting a Structured Learning Group.

   Detailed procedures and instructions for implementing the initial and subsequent Structured Learning sessions are described. Suggestions on the importance of involving and motivating the students is included.

5. Prosocial Skills.

   There are 5 skills groups:

   Group I - Classroom Survival Skills
   Group II - Friendship-Making Skills
   Group III - Skills for Dealing with Feelings
   Group IV - Skill Alternatives
   Group V - Skills for Dealing with Stress

   Sixty prosocial skills are divided into the five skill groups. Each of the sixty skills and the behavioral steps to properly enact the specific skills are listed. Also included are suggestions for additional common situations.

6. Structured Learning in Use: A Transcript.

This is a Structured Learning session transcript with typical leader and student dialogue.

7. Suggestions for Use.

Numerous suggestions for enhancing the use of Structured Learning are discussed. They include, but are not limited to:

A. Classroom Scheduling and Environment
B. Body Language or Body Talk
C. Role Reversal
D. Incorporating Structured Learning into the:
   (1) Teacher's behavior management system
   (2) Student's instructional and social settings
E. Teacher Modeling
F. Contingency Contracting
G. Frequency Self-Monitoring
H. Administrative Support
I. Parent Support
J. Use of Skill Cues
   (1) Verbal cues
   (2) Cue cards
   (3) Cue posters
K. Social Skills Games
L. Videotaping

8. Managing Behavior Problems.

Techniques for aiding the teacher is dealing with various behavior problems are presented. Topics include:

A. Disruptive Behavior
B. Distractibility
C. Aggressive Behavior
D. Tardiness
E. Threats to Quit Group
F. Anxiety/Upset
G. "I Don't Care" Behavior
H. Withdrawal
I. Walking Out
J. Active Refusal to Participate
K. Failure to Complete Homework Assignments

There are program forms which are reproducible for classroom use. They include checklists for the teacher and students, record sheets, report forms, contracts, and various awards.

Prosocial behavior is a must for all students. Children need to know what is acceptable and what is not. Therefore, it is important to guide them in learning behavioral alternatives. This accomplishment will aid the mainstreamed youngster as well as other students who are in this environment. It will be a happier place for all those who are there.

# APPENDIX T

## AVAILABLE RESOURCES

# AVAILABLE RESOURCES AT YOUR FINGERTIPS

I Materials

A. Florida Diagnostic & Learning Resources Services (FDLRS)
1005 E. Broward Blvd.
Ft. Lauderdale, FL Tel. 765-6948
1. Preview and evaluate instructional materials
2. General information

B. Developmental Learning Materials
By DLM Teaching Resources
One DLM Park
Allen, TX 75002 Tel. 1-800-527-4747

C. Developing Understanding for Self & Others (DUSO) (1982),
By Don Dinkmeyer, Ph. D. and Don Dinkmeyer, Jr., Ph.D.
American Guidance Service, Inc.
Circle Pines, MN 55014

D. Ideal Teaching Materials
Oak Lawn, IL 60453

E. Skill-Streaming the Elementary School Child: A Guide for Teaching Prosocial Skills (1984),
by Ellen McGinnis and Arnold P. Goldstein
Research Press Company
2612 North Mattis Ave.
Champaign, IL 61821

F. The Solution Book: A Guide to Classrom Discipline
by Randall Sprick
Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

G. Getting Along with Others: Teaching Social Effectiveness to Children - Skills, Lessons, Activities and Guide (1986),
By Nancy Jackson, Donald Jackson, and Cathy Monroe
Research Press
2616 North Mattis Aven.
Champaign, IL 61820

H. Stepping Stones for Conflict Resolution 1987-88: Elementary Level
The School Board of Broward County, FL

I. Creative Conflict Solving For Kids (1985),
By Frank Schmidt and Alice Friedman
Grace Contino Abrams Peace Education Foundation, Inc.
P. O. Box 19-1153
Miami Beach, FL 33139

II Organizations

A. FDLRS - Tel. 765-6948 (see I A)

1. Child Find - Tel. 765-6017
2. Diagnostic Resources - 765-6657
3. Inservice Education

B. Community Service Council
Ft. Lauderdale, FL

C. Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091-1589

D. Bureau of Education for the Handicapped:
U.S. Office of Education
Washington, D.C.

III Professional Literature

A. Journals

1. Child Development Review of Educational Research
2. Exceptional Children
3. Early Years: Pre K-8
4. Focus on Exceptional Children
5. Journal of Applied Behavior Analysis
6. Journal of Applied Psychology
7. Journal of Learning Disabilities
8. Journal of Special Education
9. Learning Disabilities Quarterly
10. Psychology Today

B. Books & Specific Research

1. Bureau of Education for Exceptional Students. (1987). Dealing with aggression in the classroom, Tallahassee, Florida: Department of Education.

2. Dinkmeyer, D. & Losceny, L. (1980). The encouragement book. Englewood Cliffs: Prentice Hall.

3. Hallahan, D. & Kauffman, J. (1986). Exceptional children: Introduction to special education. Englewood Cliffs: Prentice Hall.

4. Hudson, F., Graham, S., & Warner M. (1979). Mainstreaming: An examination of attitudes and needs of regular classroom teachers. Learning Disability Quarterly, 2, 58-62.

5. Long, N., Morse, W., & Newman, G. (1979). Conflict in the classroom: The education of emotionally disturbed children (3rd ed.). Belmont, California: Wadsworth Publishing.

6. Slavin, R. (1980). Cooperative learning. Review of Educational Research, 50, 315-342.

7. Swanson, H., & Reinert, H. (1986) Teaching strategies for children in conflict (2nd ed.). Columbus: Merrill.

IV Cooperation and Communication with Total Community

A. Staff Community

1. Teachers

2. School Personnel

3. Parents

4. Teachers and Parents

5. Peers in and out of school
6. Community Resources
   a. Foster Grandparent Program
   b. Volunteers
   c. Local organizations and clubs
   d. Youth groups

## AN ATTEMPT TO CREATE A HEALTHIER ENVIRONMENT

I No Physical Barriers
   A. Proper bathroom facilities
   B. Ramps for physically handicapped
   C. Unique Aides, equipment, and services provided for those requiring them

II Fostering a Healthy Environment
   A. Aim to instill tolerance of others
   B. Aim to develop cooperation between children
   C. Aim to foster self-confidence in children
   D. Aim to develop self-motivation and the desire to try one's best
   E. Aim to develop an understanding of others
   F. Aim to educate the public

# APPENDIX U

## BEHAVIOR MANAGEMENT SUGGESTIONS III

## SUGGESTIONS FOR DEALING WITH DISRUPTIVE BEHAVIOR IN THE CLASSROOM

The Division of Exceptional Children/North Carolina Department of Public Instruction has written a publication in an attempt to aid all educators in dealing with disruptive behavior in the classroom. The State of Florida Department of Education has adopted this particular manual, Dealing with Aggression in the Classroom, as one of a series of publications to assist Florida school districts in providing special programs for exceptional students. There are numerous strategies provided which may aid a teacher in averting disruptive behavior in the regular classroom as well as in the exceptional education classroom. The following information is adapted from their suggestions and examples.

In an effort to prevent situations whereby acting out, disruptive, or non-compliant behavior occurs,the structure of time and activities within the classroom can assist in preventing these behaviors. "Focusing on the structure of the classroom helps the teacher to meet a very important need of acting out children - consistency" (p.5). It is consistency which provids predictability in the student's world.

In an attempt to establish structure and consistency in the classroom, the following procedures may be utilized:

1. Establish Classroom Rules.

In this way, each student knows what is expected.

A. Rules should be stated in positive terms denoting the behaviors the teacher wants to see.
B. Keep the rules simple and to a minimum.
C. Rules should be visible to the students.
D. Rules should be numbered so the teacher and student can refer to them with ease.
E. Rules should be consistent and enforceable.

2. Establish the Classroom Schedule.

A schedule allows the student to know the pattern of the day, what to expect, and when to expect an activity. This aids in establishing consistency. With this in mind, the teacher should design the schedule to meet the needs of the students.

A. Post the class schedule and follow it consistently.
B. Always have alternative activities prepared when the usual schedule has to be altered.

3. Plan for the Transition Periods.

Transition periods are those times when the student's "work flow has stopped or been interrupted. The student has nothing to do and the structure has decreased" (p. 13). Possible suggestions for dealing with transition periods:

A. Student may participate in an activity center if the teacher's performance and neatness criteria have been met with the accomplished assignment.
B. Student may work on an individual project at assigned seat or designated area.

## TWO AFFECTIVE APPROACHES TO DEVELOP RELATIONSHIPS

In an attempt to prevent aggressive or disruptive behavior, the development of positive relationships in a classroom will hopefully decrease the negative misbehavior. "It is felt that a student will be less likely to be aggresive towards students and teachers with whom he/she has a positive interpersonal experience" (p. 16).

I Class Meetings

- A. Procedure developed by William Glasser
- B. Interaction among students whereby there are not any right or wrong answers
- C. Topics can be generated from books, films brainstorming, etc.
- D. Teacher's role involves asking questions, using reflective listening, and maintaining a non-evaluative attitude

II Magic Circle

- A. Developed by Dr. Bessel and Dr. Palomares
- B. Published program with theory manual and activity guides for grade levels K - 6
- C. Goals are to help children learn to cope with emotional experiences through discussions
- D. There are no right or wrong answers
- E. Teacher may participate in the discussion

III. Suggestions for Behavior Management in a Circle

A. Follow the same pattern as the usual classroom management does

B. Sit next to verbally or physically aggressive students

C. If a student is acting out, calmly ask if he/she is following the rules

D. If all else fails, ask the student to return to his/her seat and continue with the discussion

E. If the circle is unsuccessful, due to lack of interest in topic or misbehavior, discontinue discussion and try again on another day

## WHAT IS THE PURPOSE OF CONTINGENCY MANAGEMENT?

The purpose of contingency or behavior management is to reduce inappropriate behavior and increase appropriate behavior by teaching new behaviors. It is essential for the teacher to structure the classroom environment so that the child is systematically reinforced for the positive, appropriate behavior and not given attention or rewarded for the inappropriate behavior. "Reinforcement, if used properly, works toward promoting a desired behavior that is useful to the individual. It is a technique designed to facilitate learning" (p. 26).

I Essential Elements of Contingency Management

A. Always be consistent

B. Approach only one or two misbehaviors at a time

C. Promote behaviors that will assist the child in a multitude of situations in addition to the classroom

D. Initiate management at the level where behavior is and progress from there

E. Reinforce each unit of appropriate behavior

F. Increase intervals between reinforcement as the appropriate behavior strengthens

## WHAT SHOULD ONE CONSIDER PRIOR TO UTILIZING CONTINGENCY MANAGEMENT?

Many teachers feel that behavior management programs demand a great deal of time. However, if one examines the amount of time devoted to reprimands, etc. it may be advantageous to institute a system which could possibly save time over a long period of time, while still building appropriate behavior and responses in the child.

I Drawbacks to Contingency-Behavior Management

A. Consumes a lot of time

B. Appropriate behavior does not generalize readily to situations where the contingency-behavior management does not exist

1. Successful mainstreaming from an exceptional education classroom to a regular classroom is more effective if a segment of the management system follows the child into the regular classroom

C. An "artifical" system which relies upon external control

1. Goal of the management system is to phase it out as soon as the child is able to do so

II Steps to Follow Prior to Implementing System

A. Identify the problem in concrete observable terms

B. State the problem behavior in terms of a goal behavior

1. Goal behavior states what the child should be doing

2. A positive statement which indicates exactly what is expected of the child

C. Write a behavioral objective for the goal behavior

1. Includes what is to be done, under what conditions, and how well it is to be done

a. Walk in line keeping hands to oneself, going to and from Activities Classes, 4 out of 5 days

D. Select a reinforcer that is important to the child

1. Give reinforcer after the child has demonstrated appropriate behavior for a designated amount of time or set amount of times
2. Point System or Token Economy aids child and teacher in recording the positive performance and behavior
3. Aim to combine activity and/or tangible reinforcers with social reinforcers: for example, praise

## WHAT IS CONTRACTING?

Contracting is similar to point systems. However, it is for longer periods of time in regard to receiving the reinforcer. It also requires that the student be involved in the development of the contract. A primary reason why contracts have proved effective is that students are the recipients of positive rewards or activities for their efforts. The authors of Dealing with Aggression in the Classroom have stated a basic formula for effectively incorporating contracts into one's own classroom (p. 41).

I General Steps to Follow When Setting Up a Contract

A. Determine the desired behavior to be achieved

B. Orientation of contracts with the student

C. State the problem

1. Discuss what behavior needs to be changed

D. Choose the task

1. Discuss the alternatives to the behavior

2. Teacher and student reach mutual agreement on what to try

E. Select the criterion

F. Choose the reward

G. Write the contract

1. Each party gets a copy

2. Each party signs all copies

H. Evaluate

1. After the student completes the task, the performance is checked to evaluate if the criterion was met

a. If successful, student receives contracted reward

The goal of systems such as these is to extinguish the inappropriate behavior and increase the desired behavior. By doing this the child is made cognizant of one's own actions and the consequences for them. In time, with proper guidance, the child will become a more responsible individual and citizen in our society.

## CONCLUSION

From the literature it is evident that the need for mainstreaming the mildly to moderately emotionally handicapped youngster into the regular classroom exists. The basic premise held by the education community, as well as the general public, is that closer contact between the handicapped and the nonhandicapped, especially within the classroom, would help promote positive attitudes and acceptance of these students. It is apparent from research reports on this issue that mixed and varied results have been shown. Some research has implied that social acceptance and strides by all students have been significant. Other research has shown that little or no attitude change and acceptance has been attained.

The job of the regular classroom teacher is difficult and complex, yet rewarding when met with success. The mainstream teacher must be fully prepared to assist the child who has an emotional handicap. This teacher must be able to recognize and have a basic understanding of the behaviors exhibited by this type of child. Only then, can the classroom teacher be more knowledgeable to offer guidance and an educationally

sound program for the youngster in need.

With the conscientious effort of the regular classroom teacher, the resource teacher, the administration, the home, and the support services utilized, the child will have a better chance to remediate the motional handicap. By providing structure, consistency, good role models, proper help, and encouragement, the child will be offered the opportunity to be able to develop in a more positive manner. It takes a unified team approach to reach this goal. It is not an easy road to travel. It is long. It is tedious. It is filled with frustrations. But with each milestone attained the journey becomes shorter. The child's positive reactions and smiles tell you that he knows he is no longer alone.

"Young child with dreams,
Dream every day on your own.
When children play,
Seems like you end up alone.
Papa says he'd love to be with you,
If he had the time.
So you turn to the only friend
You can find,
There in your mind."

The words from this song, "Shilo", by Neil Diamond depict the loneliness, frustrations, and anger that is present in a child who has emotional problems.

By utilizing one another's expertise and working together, hopefully, there will be fewer children feeling this way. The educators of today can help these children. They really can!!

Resource List

Dealing with Aggression in the Classroom (1987). Tallahassee, Florida: Bureau of Education for Exceptional Students.

Education of Handicapped Children: Implementation of Part B of the Education of the Handicapped Act, Rules and Regulations. Federal Register, 42 (163). August 1977.

Fagen, S. (1979). Psychoeducational management and self-control. In D. Cullinan & M. Epstein (Eds.), Special education for adolescents: Issues and perspectives. Columbus: Charles F. Merrill.

Hallahan, D., & Kauffman, J. (1982). Exceptional Children (2nd ed.). Englewood Cliffs: Prentice-Hall.

Handbook: Exceptional Student Education (1983-1987). The School Board of Broward County, Florida.

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Kauffman, J. (1981). Characteristics of children's behavior disorders (2nd ed.). Columbus: Charles E. Merrill.

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McGinnis, E., & Goldstein, A. (1984). Skillstreaming in the elementary school child: A guide for teaching prosocial skills. Champaign, Ill: Research Press.

Peck, C. (1978). Teaching retarded pre-schoolers to imitate the free play behavior of nonretarded classmates: Trained and generalized effects. Journal of Special Education, 12, 195-207.

Rhodes, W., & Paul, J. (1978). Emotionally disturbed and deviant children: New views and approaches. Englewood Cliffs: Prentice-Hall.

Ross, A. (1980). Psychological disorders of children (2nd ed.). New York: Mc-Graw Hill.

Special Programs and Procedures for Exceptional Students (1985-1987). Exceptional Student Education: The School Board of Broward County, Florida.

Swanson, H., & Reinert, H. (1986). Teaching strategies for children in conflict (2nd ed.). Columbus: Merrill.

# APPENDIX V

## RESULTS OF THE EH STUDENT ATTITUDE SURVEY

APPENDIX V

RESULTS OF THE EH STUDENT ATTITUDE SURVEY

| | INITIAL SURVEY | | POST SURVEY | |
|---|---|---|---|---|
| | POSITIVE | NEGATIVE | POSITIVE | NEGATIVE |
| Student # 1 | 2 | 8 | 8 | 2 |
| Student # 2 | 3 | 7 | 9 | 1 |
| Student # 3 | 2 | 8 | 8 | 2 |
| Student # 4 | 5 | 5 | 9 | 1 |
| Student # 5 | 4 | 6 | 9 | 1 |
| Student # 6 | 2 | 8 | 8 | 2 |
| Student # 7 | 1 | 9 | 7 | 3 |
| Student # 8 | 2 | 8 | 9 | 1 |
| Student # 9 | 3 | 7 | 8 | 2 |
| Student # 10 | 3 | 7 | 9 | 1 |
| Student # 11 | 3 | 7 | 9 | 1 |
| Student # 12 | 2 | 8 | 7 | 3 |
| Student # 13 | 4 | 6 | 9 | 1 |
| Student # 14 | 3 | 7 | 8 | 2 |
| Student # 15 | 2 | 8 | 7 | 3 |

Mean: Initial Survey 2.73 Positive Responses
Mean: Post-Survey 8.33 Positive Responses